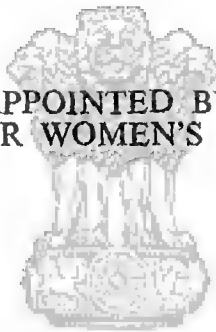


REPORT

OF THE

COMMITTEE TO LOOK INTO THE CAUSES FOR LACK OF PUBLIC SUPPORT PARTICULARLY IN RURAL AREAS, FOR GIRLS' EDUCATION AND TO ENLIST PUBLIC COOPERATION

(A COMMITTEE APPOINTED BY THE NATIONAL
COUNCIL FOR WOMEN'S EDUCATION)



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MINISTRY OF EDUCATION
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CHAPTER I

Introduction

Appointment of the Committee and terms of reference

The National Council for Women's Education at its meeting held in April, 1963 endorsed the suggestion made by the Union Education Minister in his inaugural address that a small Committee be appointed to look into the causes for lack of public support, particularly in rural areas, for girls' education and to enlist public cooperation. This suggestion was made in view of the serious short-falls in the enrolment of girls. The Committee was to suggest, therefore, ways and means of achieving substantial progress in this field.

2. The Chairman of the National Council for Women's Education accordingly appointed in May, 1963 a Committee with the following members:

- (i) Shri M. Bhaktavatsalam, Chief Minister, Madras.. (*Chairman*)
- (ii) Smt. Grace Tucker, Deputy Minister for Education, Mysore.
- (iii) Smt. K. K. Barua, Deputy Minister for Education, Assam.
- (iv) Smt. I. L. Sinha, Additional Director of Public Instruction, Orissa.
- (v) Smt. Radha Kakkar, Regional Inspectress of Girls' Schools, Lucknow.
- (vi) Shri Raja Roy Singh, Joint Secretary, Ministry of Education.
- (vii) Dr. S. Nagappa, Assistant Educational (*Member-Secretary*) Adviser, Ministry of Education.

3. The Committee met on 15th July, 1963 at Delhi to decide on the procedural details. At this meeting it was agreed that the Committee should concentrate on problems in the field of girls' education in educationally backward States, namely, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh and that, general problems of girls' education, in the country as a whole should also be kept in mind and suggestions made in this regard. It was also agreed that some of these States should be visited by the Committee to get a first-hand knowledge of the conditions prevailing therein and to have discussions with the officials in the Education and allied departments and with representative non-officials interested or engaged in the field of the education of girls and women.

4. In the States visited by the Committee, the programme included discussions with the officials and non-officials and visits to institutions both rural and urban. These visits and discussions helped the Committee to form a clearer picture of the conditions and trends of thought prevailing in the States that might have been possible by other means. The Committee also benefited greatly by the memoranda and notes that in many places were submitted to it by members of the public. A list of the officials and non-officials met by the Committee, the institutions visited in the various States as also the notes received by the Committee are included in the "Appendices".

5. The Committee called for detailed information on the targets of enrolment and achievements during 1961-62, 1962-63 and 1963-64. The States were requested to give information regarding the short-falls in enrolment and the reasons therefor alongwith suggestions if any, for effecting improvement. Information was also separately called for regarding targets for the Third Plan and achievements in : (a) school buildings, teacher's quarters and hostels; (b) teacher training institutions for girls ; and (c) separate schools for girls. The information received in this regard is tabulated in the Appendices.

6. The Committee wishes to place on record its deep appreciation of the cooperation and courtesy extended to it by the State Governments. The Committee is also grateful to the officials and non-officials it met in the States visited, to the teachers, parents and members of the public who cooperated in various ways to facilitate the work of the Committee.



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CHAPTER II

The Historical Background

The main cause for the wide gap that now exists between the education of boys and girls in India is traceable to the neglect of women's education that marked educational policy during the last two centuries.

Official surveys of Indigenous Education

2. One of the many glories of ancient India was the high social status enjoyed by women and the educational opportunity which was then accorded to them. The high level of culture and the status which women then enjoyed suffered grievously in the social, economic and political changes that followed and in course of time, a social code came into existence in which women had very few rights in property, marriage and divorce. By the beginning of the nineteenth century the sphere of life of women in India was restricted to the home and they were denied opportunities for education. According to the official surveys of indigenous education conducted in several parts of the country at the beginning of the nineteenth century there were in 1882 in the State of Madras only 5,480 girls in indigenous primary schools as against, 78,630 boys. During 1824—29, no girls were reported to be attending public indigenous schools in Bombay. In Bengal, there was a superstition that a girl taught to read and write would, soon after marriage become a widow. In the Punjab, there were some schools for girls and women teachers whose number was very small.

3. The first attempt of the East India Company was restricted to the education of men on the ground of social and religious neutrality. No financial assistance was given to special private schools established for girls. A good deal of official and non-official effort had to be made to change this attitude of apathy towards education of women. It was only in 1850, that the support of Government was extended to education of girls. From the time of the Education Despatch of 1854 onwards the progress of girls' education was steady though slow.

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Period of Development

4. Between 1881 and 1902, the Secondary and Collegiate education of women was confined to a few communities whereas generally among the Hindus and Muslims, girls' education stopped at the Primary stage. There was, however, marked progress at all stages of education. An important development was the establishment of the Indian Women's University in Bombay in 1916 by Dr. D. K. Karve with the help of a munificent donation made by Sir Vithaldas Thackersay.

Hartog Committee Report

5. Between 1917 and 1922 the increase in the number of girls under instruction was only 1,84,000. Between 1922—27, it was over 4,00,000 or 30.6% compared to an increase of 24,00,000 in boys enrolment. The difference between the number of boys and girls in schools increased by two

million. The Hartog Committee Report pointed out that in no province, did one girl out of five attend school; in some provinces not one out of 20 or 25; in British India only 10% of the girls of school-going age attended school. Disparity in enrolment of boys and girls was even more marked in the upper stages of education. In the primary stage, as a whole, the number of girls was one-fourth of the number of boys. The pupils in class IV of girls' schools formed only 5.6% of the total number in classes I—IV. In middle schools for boys, the number of pupils was 18 times as great as in the corresponding schools for girls and at the high school stage it was 34 times as great. In Arts Colleges it was 33 times as great.

6. Some of the findings and recommendations of the Committee made over thirty years ago have not ceased to have relevance to the present conditions:

- (i) The education of girls and women in India affects vitally the range and efficiency of all education
- (ii) There is a great and growing disparity between the advance in the education of boys and that of girls:
- (iii) Conditions (in regard to girls' education) considerably vary from province to province and progress is necessarily slower in rural than in urban areas
- (iv) While in urban areas primary education is extensive, in rural areas it is generally limited and inefficient
- (v) While secondary education for girls has, in several provinces, been successfully developed in urban areas, the opportunities for higher education afforded to the girls in the smaller towns and rural areas are extremely limited
- (vi) The total number of women receiving collegiate education is very small and the number reading in professional colleges is even smaller
- (vii) Public expenditure on girls' education is small compared to that on boys' education
- (viii) Shortage of women teachers, particularly at the primary stage is due to lack of adequate training facilities, the unwillingness of women who are being brought up and trained in towns to work as teachers in rural areas and inadequacy of the pay offered.
- (ix) Deliberate and unremitting efforts to overcome the obstacles, the formulation of policy with careful adjustment of means to ends, and a generous provision of money, institutions and personnel to make up for the lost time—these are clearly indicated as the main tasks of the immediate future.

*Interim Report of the Indian Statutory Commission—Review of the Growth of Education in British India by the Auxiliary Committee appointed by the Commission, 1929.

7. The following tables set out the progress made between 1921 and 1937.

*Table I**
Recognized Institutions for Girls

Year	Arts Colleges	High Schools	Middle Schools	Primary Schools	Special institutions	Total
1921-22	12	120	548	22,579	258	23,517
1926-27	18	145	656	26,621	316	27,756
1931-32	20	218	787	32,564	380	33,969
1936-37	31	297	978	32,273	404	33,983

Table II
Enrolment of Girls by Institutions

Year	In Arts Colleges	In High Schools	In Middle Schools	In Primary Schools	In Special institutions	In Unrecognised institutions	Total enrolment
1921-22	938	25,130	85,079	1,195,892	11,184	77,580	1,395,803
1926-27	1,624	39,858	123,892	1,545,963	14,729	90,745	1,816,811
1931-32	2,966	75,479	170,997	2,093,141	18,981	123,120	2,484,684
1936-37	6,039	114,481	216,965	2,607,086	23,027	138,833	3,106,431

Position in 1947

8. By 1947 the total enrolment of girls in all Primary schools in the country was 34,75,165. Some of the States had adopted the pattern of co-education at the primary level. The number of Secondary schools for girls was 2,370 and the number of Arts and Science Colleges was 59. The total enrolment of girls in all Secondary schools was 6,02,280. The total number of girls on roll at the Collegiate stage was 23,207. There were 56,090 girls in special schools which opened out various careers for women and 1,41,043 in unrecognised institutions.

9. In 1946-47 for every 100 boys at Primary school the number of girls was 36. The corresponding figure in the Middle school stage was 22; at the Secondary stage it was 14; at the University stage there were 7 girls for every 100 boys on rolls.

Public Cooperation

10. During the long period of apathy and neglect, one relieving feature was the contribution of voluntary organisations to the cause of women's education. This effort cut across racial and religious differences.

11. The Missionary societies, such as the General Baptist Missionary Society, the London Missionary Society, the Church Missionary Society, the Wesleyan Mission and the Scottish Missionary Society have been pioneers, particularly in the field of education of women. They spread education among women by opening day schools for girls, establishing orphan homes and domestic instruction (zenana education) in the families of the middle

*1. Progress of Education in India; Quinquennial Review, 1922—37. Delhi, Bureau of Education, 1886-1937. II Vols.

2. Progress of Education in India; Quinquennial Review, 1932—37. Delhi Bureau of Education, 1886—1937. II Vols.

and higher classes. To begin with, institutions for girls were started under the auspices of these missions for the instruction of children of Christian converts and the success of their attempts in this direction encouraged them to set up institutions for the education of non-Christian girls also.

12. Some liberal Englishmen also helped in this venture. David Hare established a School for girls in Calcutta. Professor Patton of the Elphinstone College, Bombay, established in 1848 a Student's Literary and Scientific Society which organised girls' schools in the city. J.E.D. Bethune established a girls' school at Calcutta which he maintained from his own funds till 1851. Within a short time of its establishment, the school attracted a fairly large number of girls. Enlightened Indians came forward to support the experiment and the example of the school began to be copied elsewhere. Lord Dalhousie maintained this institution till the Company took over. The school was permanently associated with the name of Bethune and developed into the Bethune College—a pioneer institution for the education of women.

13. Several leading Indians lent their support to the organisation of Special schools for girls. Till 1854, private Indian enterprise in education helped (a) the establishment and maintenance of indigenous schools and (b) the building of the modern system of education in India, and breaking down the traditional popular prejudice against the education of women. Raja Ram Mohan Roy advocated women's rights to property and education. Though the concept of education of women had already been put forward by Missionaries, it was Ram Mohan Roy who helped to popularise it. He proved that the education of women was in keeping with ancient religious traditions and beliefs. He was instrumental in abolishing the system of *sati*. Iswara Chandra Vidya-sagar was responsible for the establishment of a number of girls' schools in Bengal. By 1854, there was substantial private effort in the field of education of girls and women; a number of Special schools for girls had been established by Indians. Public opinion in favour of girls' education was cultivated through books, periodicals and lectures. Dr. Muthulakshmi Reddi (a member of the Hartog Committee) refers to the educational activities in Calcutta, of Lady Bose, Mrs. P. K. Ray and Mrs. A. S. Hussain; the work of the Saroj Nalini Dutt Memorial Association which had 222 women's institutions in the district of Bengal for Women's uplift. In Bombay Professor Karve created his University, with its three colleges and 16 schools. Poona Seva Sadan had a network of social, medical, cultural, educational and industrial activities. There were Parsi and Maharashtra women's educational and social centres which were doing good work to promote women's education in that province. In the Punjab institutions such as Sir Lala Ganga Ram's Widows' Home, his Industrial Home for widows and other benefactions towards social and educational advancement of women, the Arya Samaj settlement, the Sikh, and the Sanathana Dharma Missions were established. The first All-India Women's Conference on Educational Reform was held in Poona in January, 1927, and passed many resolutions on girls' education and urged on the Government the necessity of making primary education compulsory for girls and of providing adequate physical training and medical inspection. At its first meeting, held in 1927, the Bengal Women's Education League set up a Standing Committee to carry out the programme of work outlined at the meeting. In the Central Provinces a Committee of officials and non-officials appointed in November, 1926 was of the opinion that the advancement of India was bound up with the education of girls and unless active measures were taken to further their education and a public demand created, the general progress of the country would be impeded.

14. The burden of providing educational facilities for girls lay, therefore, heavily on private effort. In 1881-82, the number of educational institutions conducted by private bodies was 2,081 out of a total of 2,697. In 1901-02, 3,982 primary schools, 356 secondary schools, 32 training schools and 11 colleges for women were conducted by private organisations. In 1946-47, the number of institutions for girls conducted by private bodies was 13,635 in a total of 21,479. In 1956-57, the number of educational institutions for girls conducted directly by the State increased to 6,994 as against 980 in 1946-47. This meant a slight decline in the number of institutions conducted by the local bodies and by private managements particularly at the Primary stage. Even so during 1956-57, private bodies conducted 90 colleges of general education (out of a total of 113), 20 colleges of professional education (out of a total of 34) and 15 colleges of special education (out of a total of 16), 1,263 high or higher secondary schools in a total of 1,758; 835 middle schools (out of a total of 2,615); 3,968 primary schools (in a total of 16,065), 514 vocational schools and 3,260 special schools. They also organised training courses in crafts for women, preparatory courses for professions like nursing, craft teacher's training, mid-wifery, etc. Private effort has thus played a significant part in promoting women's education.

National Committee on Women's Education

15. Since Independence, the problems of the education of girls and women in the country have received special consideration. A National Committee on Women's Education was constituted by the Ministry of Education to examine these problems and make recommendations. The Committee strongly recommended that the education of women should be regarded as a major and a special problem in education for a good many years to come and that a bold and determined effort be made to face its difficulties and magnitude and to close the existing gap between the education of men and women in as short a time as possible; that the highest priority should be given to schemes prepared from this point of view and that the funds required for the purpose should be considered to be the first charge on the sums set aside for the development of education. It further recommended that adequate steps should now be taken without any delay to create a special machinery to deal with the problems, to assign adequate special funds for the purpose and to take direct State action in all such cases where private effort would not be forthcoming.

16. An important outcome of the recommendation of this Committee was the setting up of the National Council for Women's Education to advise the Government on issues relating to the education of girls at School Level and of adult women and to suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women. The National Council has been able to focus the attention of the Government and the public on the problems relating to the education of girls and women and in suggesting various measures for effecting improvement.

Mid-Plan Appraisal

17. In 1963, the Ministry of Education made a Mid-Plan Appraisal of the schemes of general education for the period 1961-64 along with the estimates for the remaining period of the third Five-Year Plan. This Appraisal took note of the achievement so far made and what is likely to be achieved in the last two years of the Plan based on the trends disclosed during the first three years. The third Five-Year Plan declared that the education of girls was

by far the most important objective in the field of education during the third Plan and envisaged that in the elementary sector girls would form 56% of the additional enrolment to be secured during the Plan period. In the revised targets of enrolment of the Age-group 6—11 for the third Plan period, the aim is to enrol 93·86 lakh girls (additional) in the total target of 163·84 lakh children. It is, however, estimated that during the period 1961—64, 46·40 lakh girls in the Age-group 6—11 could be enrolled and the estimated figure for the period 1964—66 would be 38·31 lakhs making a total of 84·71 lakhs.

18. The Mid-Plan Appraisal pointed out that the progress in the first two years though encouraging in terms of absolute numbers, does not conform to the original intention of the Plan. At the Primary stage the ratio of additional enrolment of boys and girls achieved is 58:42 whereas the plan envisaged an additional enrolment of 44:56. By the end of the third year of the Plan this ratio is likely to become 54:46. For the last two years of the Plan, the average annual increase in enrolment of girls is estimated at 19 lakhs. The estimated achievement by the end of the third Plan shows a short fall of 10% over the revised targets.

19. In the Age-group 11—14, the revised target for 1961—66 is to enrol 14·79 lakh girls. The estimated achievement would be of the order of 13·77 lakhs.

20. In the field of Secondary education, the revised targets envisages an additional enrolment of 5·24 lakhs girls in the total target of 22·22 lakhs pupils. It is estimated that the additional enrolment of girls in the Age-group during the third Plan period would be 5·68 lakhs. By the end of the third year, the ratio of boys and girls is likely to be 77:23, and with an expected increase of 1·15 lakhs and 1·35 lakhs in the years 1964-65 and 1965-66, it is likely to be 75:25.

21. The Mid-Plan Appraisal pointed out that the progress of special schemes for girls' education on the whole was not commensurate with the level at which enrolment of girls was developing and that the programme for girls' education needed to be accelerated.

22. It is relevant here to mention the recommendations made by the Emotional Integration Committee* regarding girls' education. The Committee observed that it was a matter of great concern that in several areas the percentage of enrolment of girls in schools continued to be low. It recommended that it was necessary to accelerate the tempo of this programme so that it would be possible to revise the targets fixed for Primary education and aim at universalising enrolment by 1965-66 so that all children in the Age-group 6—11 at least would be covered in the immediate future. The importance of educating our women in such programmes would then get the emphasis it deserved.

23. The Committee also emphasised the need for more women teachers. It recommended that effective steps should be taken for the implementation of a national policy to employ women teachers in increasing numbers. This would necessarily imply providing special incentives and facilities to attract women to the teaching profession.

*Appointed by the Ministry of Education with Dr. Sampurnanand as Chairman. The Committee submitted its report in 1962 (pp. 65-66).

CHAPTER III

Girls' Education—The position in the less advanced States— A comparative Study

The All-India Position

In the field of Elementary education, the problem mainly centres round the rural areas in most of the States and in both the urban and rural areas of Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. By the end of the third Plan, it is estimated that the enrolment of boys will reach 321 lakhs or 96·2% of the age-group 6—11. The enrolment of girls is estimated to reach 198·7 lakhs or 63·3% of the Age-group. The main task, therefore, in the Fourth and Fifth Plans will be to enrol girls in this Age-group and raise the percentage of their enrolment from 63 to 100.

2. In the Age-group 11—14 (classes VI—VIII), it is estimated that the enrolment of boys will reach 79·2 lakhs of or 44·9% of the Age-group. The enrolment of girls is estimated at 30·1 lakhs, which would be 18·2% of this Age-group.

3. In the Age-group 14—17 (classes IX—XI), the enrolment of boys will be 41·2 lakhs or 27·3% and of girls 11·2 lakhs which would be 7·8% of the Age-group.

4. In spite of the rapid expansion of educational facilities, the gap between the enrolled numbers of girls and boys is still very marked. During 1960-61, the enrolment of girls in classes I to V was 114 lakhs as against an enrolment of 235·9 lakhs of boys, that is to say, for every 100 boys on roll there were 48 girls. In classes VI to VIII, the enrolment of girls was 16·3 lakhs as against 50·8 lakhs of boys and this implies an enrolment of only 32 girls for every 100 boys enrolled. At the Secondary stage, the gap was wider. The enrolment of girls in classes IX to XI in 1960-61 was 5·5 lakhs as against 24·1 lakhs boys which implies an enrolment of only 23 girls for every 100 boys enrolled. According to the present estimates the enrolment figures for girls in the Primary, Middle and Secondary stages for 1965-66 will be 198·7, 30·1 and 11·2 lakhs respectively, which implies an enrolment of 62 girls for every 100 boys enrolled in classes I—V; 37 girls for every 100 boys enrolled in classes VI-VIII and 27 girls for every 100 boys enrolled in classes IX to XI.

5. During the first two Plans, the additional enrolment at all stages of education was 2·17 crores and out of these, 76 lakhs were girls. In the third Plan Period, it is estimated that the additional enrolment will be of the order of 2·39 crores of whom 1·06 crores will be girls. It will be seen that the expansion has been more in the primary and middle school stages.

(i) Primary Education

Year	Enrolment in classes I—V (Lakhs)			Percentage of population in age-group 6—11		
	Boys (2)	Girls (3)	Total (4)	Boys (5)	Girls (6)	Total (7)
(1)						
1950-51	137·7	53·8	191·5	59·8	24·6	42·6
1955-56	175·3	76·4	251·7	70·3	32·4	15·9

(1)			(2)	(3)	(4)	(5)	(6)	(7)
1960-61	..	..	235.9	114.0	349.9	81.4	41.9	62.3
1961-62	..	..	259.0	130.8	389.8	86.9	46.6	67.4
1962-63	..	..	276.8	144.1	420.9	90.3	49.8	70.6
1963-64	..	..	291.7	160.4	452.1	92.5	53.8	73.7
1965-66	..	..	321.0	198.7	519.7	96.2	63.3	80.2

(ii) Middle School Education

Year	Enrolment in classes VI-VIII (Lakhs)			Percentage of population in age-group 11-14				
	Boys	Girls	Total	Boys	Girls	Total		
1950-51	25.9	5.3	31.2	20.7	4.5	12.7
1955-56	34.2	8.7	42.9	25.5	6.9	16.5
1960-61	50.8	16.3	67.1	35.9	12.1	24.3
1961-62	56.1	18.4	74.5	37.8	13.1	25.8
1962-63	61.7	21.6	83.3	39.9	14.6	27.5
1963-64	67.7	24.5	92.2	42.1	15.0	29.2
1965-66	79.2	30.1	109.3	44.9	18.2	32.0

(iii) Secondary Education

Year	Enrolment in classes IX—XI (Lakhs)			Percentage of population in age-group 14—17		
	Boys	Girls	Total	Boys	Girls	Total
1950-51	10.2	2.0	12.2	8.7	1.8	5.3
1955-56	15.8	3.0	18.8	12.8	2.6	7.8
1960-61	24.1	5.5	29.6	18.5	4.4	11.7
1961-62	27.1	6.4	33.5	20.6	5.0	12.4
1962-63	31.1	7.5	38.6	22.5	5.7	14.1
1963-64	34.7	8.6	43.3	23.9	6.4	15.7
1965-66	41.2	11.2	52.4	27.3	7.8	17.9

(iv) University Education

Year			Enrolment in University Stage Arts, Science & Commerce			Percentage of poulation in age-group 14-17		
			Boys	Girls	Total	Boys	Girls	Total
1950-51	..	..	3.22	0.40	3.62	1.5	0.2	0.8
1955-56	..	..	5.50	0.84	6.34	2.4	0.4	1.4
1960-61	..	..	7.29	1.48	8.77	2.9	0.6	1.8
1961-62	..	..	7.89	1.73	9.62	3.0	0.7	1.9
1962-63	..	..	8.60	2.00	10.60	3.2	0.8	2.0
1965-66	..	..	10.27	2.72	12.99	3.6	1.0	2.3

Proportion of Boys and Girls at Various Stages

Year	Classes I—V		Classes VI—VIII		Classes IX—XI		University Stage	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1950-51 ..	71.9	28.1	83.0	17.0	83.6	16.4	88.9	11.1
1955-56 ..	69.6	30.4	79.7	20.3	84.0	16.0	86.8	13.2
1960-61 ..	67.4	32.6	75.3	24.3	81.2	18.5	83.1	16.9
1961-62 ..	66.5	33.5	75.3	24.7	81.2	18.8	82.0	18.0
1962-63 ..	65.8	34.2	74.1	25.9	80.9	19.1	81.1	18.9
1963-64 ..	64.6	35.4	73.4	26.5	80.1	19.9	—	—
1965-66 ..	61.8	38.2	72.5	27.5	21.3	21.3	79.0	21.0

(NOTE : Figures for 1963-64 and 1965-66 are estimates).

6. In the following paragraphs we briefly describe the present position in the less advanced Stages.

BIHAR

7. The enrolment position in the state of Bihar is as follows :

(Figures in Lakhs)

	1960-61		1965-66	
	Boys	Girls	Boys	Girls
<i>Age-group 6—11</i>				
No. of Children	29.90	28.44	34.42	32.86
No. on rolls (I-V)	24.47	7.39	30.00	12.50
No. not attending	5.43	21.05	4.42	20.36
<i>Age-group 11—14</i>				
No. of children	14.28	14.05	17.81	17.18
No. on rolls (VI—VIII)	4.79	0.56	6.50	1.15
No. not attending	9.49	13.49	11.31	16.03
<i>Age-group 14—17</i>				
No. of children	12.62	12.53	14.65	14.55
No. on rolls (IX—XI)	3.07	0.21	4.80	0.45
No. not attending	9.55	12.32	9.85	14.10

8. The main difficulties in the progress of girls' education in the State were stated to be :

- (i) The population is agricultural and backward
- (ii) The effects of the Zamindari system
- (iii) The poor economic condition of the parents and the need for children to augment the family income at home while the parents went out to work
- (iv) General apathy to education
- (v) The custom of early and expensive marriages
- (vi) Practice of 'Purdah'
- (vii) Lack of qualified women teachers; their low salary scales
- (viii) Lack of suitable class-room accommodation

- (ix) Absence of hostel facilities
- (x) Lack of proper measures for looking after girls
- (xi) Lack of transport arrangements for girl students.

9. The suggestions made to effect necessary improvement in the situation were :

- (i) Free education of girls up to higher secondary stage
- (ii) Opening of more girls' middle and high schools in backward areas, increasing seats in existing schools and introducing subjects which may be attractive such as craft, music, physical training and home science
- (iii) Establishment of girls' hostels
- (iv) Provision of part-time education for those who are not able to join school on a whole-time basis
- (v) Payment of subsistence to girl students
- (vi) Supply of mid-day meals; Free supply of books and stationery
- (vii) Arranging transport for girls
- (viii) Ensuring the safety of girl students and lady teachers
- (ix) Increasing the number of free studentships
- (x) Expansion of teacher training facilities
- (xi) Provision of common rooms for girl students in schools
- (xii) Qualified women to be attracted to the teaching profession by providing better service conditions and residential facilities; in or near the school
- (xiii) Posting of husband and wife to the same place when both are in service
- (xiv) Creation of a special board for the welfare of girls.

10. A suggestion was also made that in the case of special schemes for girls' education, if funds were not sufficient, the scope of such schemes and assistance could be confined to rural areas.

11. The State authorities pointed out that more funds should be made available for construction of women teachers' quarters specially in the rural areas so that more women can take up teaching jobs. The funds so made available from the Centre should be outside the State ceiling and on a hundred per cent basis. Otherwise, it was felt that the State would not have enough resources left with which to make any headway in the special schemes of girls' education.

12. During the first two Plans, Bihar has made substantial progress. It has conducted successful enrolment drives and has begun to popularise co-education at the Primary stage. The State had an ambitious third Five-Year Plan with the object of bringing enrolment in line with the advanced States, but financial difficulties impeded the achievement of this target. Particularly in the field of Elementary education, it appears that about 1/7th of the task in the country as a whole should have to be faced in the single State of Bihar. The total financial allocation for Elementary education would have to be increased, in order to open additional schools and to appoint the necessary number of additional teachers. In this State, the problem of adequate remuneration for teachers is equally important.

JAMMU & KASHMIR

13. The enrolment position in the state of Jammu & Kashmir is as follows :

				(Figures in Lakhs)			
				1960-61		1965-66	
				Boys	Girls	Boys	Girls
<i>Age-group 6-11</i>							
No. of children ..	..	..		2.63	2.33	3.03	2.69
No. on rolls (I-V) ..	..	..		1.65	0.45	2.56	0.87
No. not attending ..	..	..		0.98	1.88	0.47	1.82
<i>Age-group 11-14</i>							
No. of children ..	..	..		1.29	1.15	1.61	1.41
No. on rolls (VI-VIII) ..	..	..		0.48	0.12	0.73	0.22
No. not attending ..	..	..		0.81	1.03	0.88	1.19
<i>Age-group 14-17</i>							
No. of children ..	..	..		1.14	1.03	1.33	1.20
No. on rolls (IX-XI) ..	..	..		0.17	0.05	0.22	0.06
No. not attending ..	..	..		0.97	0.98	1.11	1.14

14. The main difficulties which have led to the present position regarding girls' education in the State were stated to be :

- (i) The mountainous terrain; the hilly tracts making the spread of educational facilities difficult. Homes are scattered and most of the areas in Kashmir are snow bound for a considerable part of the year
- (ii) Lack of sufficient schooling facilities
- (iii) Poverty of the people; parents require their children to help them in their work
- (iv) Lack of awareness of the necessity for girls' education in rural areas
- (v) Conservatism of parents which is, however, fast disappearing.

15. We were told that generally there was no noticeable prejudice against co-education except in rural areas. Separate schools for girls in such areas would increase enrolment. Mobile schools for the nomadic section of the population would need to be arranged. Parents would have to be educated regarding the importance of girls' education and in this process mass media like films, radio and the like should be used. Provision of free books and stationery, mid-day meals and the supply of uniform would help increase enrolment. Other incentives such as scholarships would also be necessary.

16. In this connection the Committee was informed that Central assistance for programmes of teachers' quarters, building of new schools etc. should be substantial and on a long-term basis at least for a period of 10 years. It was pointed out that limited assistance as was being given now for a period of one or two years and then making the State responsible for all expenditure soon after, would mean a heavy burden on the State's exchequer. Finances being limited, the State is not in a position to avail of Central assistance and start such schemes.

17. Education is free in the State up to the post-graduate stage for all boys and girls. In the State of Jammu & Kashmir, it will perhaps be possible

to have universal education in the age-group 6—11 only by the end of the Fifth Plan (1975-76). In the age-group 11—14, universal education can be reached only at the end of the Seventh Plan (1985-86).

18. In this State, the main problem is to increase the enrolment at all levels. Besides there are strong prejudices against the education of girls, particularly in the rural areas and special measures will have to be adopted to counteract this and expand the education of girls and to prepare women teachers. In order to overcome the difficulties of mountainous terrain, mobile girls' schools may be arranged. The need for educating public opinion and enlisting its cooperation should be met by use of mass media of communication, organisation of seminars, setting up of village committees and Mahila Samajas.

MADHYA PRADESH

19. The enrolment position in the state of Madhya Pradesh is as follows :

				1960-61		1965-66	
				Boys	Girls	Boys	Girls
Age-group 6—11							
No. of children ..	..	..		21·62	19·96	24·88	23·05
No. on rolls (I—V) ..	..	..		15·54	4·42	19·54	10·42
No. not attending ..	..	..		6·08	15·54	5·34	12·63
Age-group 11—14							
No. of children ..	..	..		10·33	9·66	12·88	11·81
No. on rolls (VI—VIII) ..	..	..		2·68	0·49	4·10	0·77
No. not attending ..	..	..		7·65	9·17	8·78	11·04
Age-group 14—17							
No. of children ..	..	..		9·32	8·68	10·83	10·08
No. on rolls (IX—XI) ..	..	..		1·07	0·18	1·33	0·23
No. not attending ..	..	..		8·25	8·50	9·50	9·85

20. The State authorities pointed out that due to various difficulties including their inability to provide an adequate number of teachers, the enrolment of girls by 1963-64 would be only 1·85 lakhs as against a target of 7·12 lakhs during the third Five-Year Plan. They felt that in the present circumstances it might not be possible to enrol more than 7 lakh girls by the end of the third Five-Year Plan. This would mean that only about 30% of the girls in the age group 6—11 would have been enrolled by that time as against the target of 50%.

21. The main contributory causes for backwardness of girls' education were stated to be :

- (i) Poverty
- (ii) Traditional conservatism and consequential unwillingness to send girls to schools
- (iii) Girls' services required at home to assist in household work
- (iv) Lack of facilities like creches or Pre-primary schools
- (v) Absence of separate girls' schools within easy walking distance
- (vi) Lack of a suitable syllabus for girls

- (vii) Lack of women teachers; the available women teachers were reluctant to serve in villages due to a sense of insecurity and non-availability of residential quarters.

22. The suggestions made for improvement included the following :

- (i) Parents must be enlightened through programmes of social education and publicity
- (ii) Provision for scholarships and free supply of text-books, stationery and mid-day meals
- (iii) Suitable syllabus for girls
- (iv) Separate schools for girls in rural areas
- (v) Provision of hostel facilities
- (vi) Suitable residential accommodation in villages for women teachers
- (vii) Appointment of teachers in or near their own villages
- (viii) Village allowance
- (ix) Better conditions of service
- (x) Posting husband and wife in the same place.

23. The State proposes that at least 75% of the girls in the Age-group 6—11 be brought to school by the end of the Fourth Plan. This would mean that the total enrolment of girls would be about 20 lakhs. For this purpose, they would require about 30,000 more teachers besides school buildings and women teachers' quarters.

24. The targets of enrolment for the fourth Five-Year Plan for the Age-groups 11—14 and 14—17 are 40% and 10% of the respective Age-groups, that is to say, the enrolment at the Middle stage should be increased to 5.50 lakhs and at the high school to 1.20 lakhs. An additional enrolment of about 4.50 lakhs of girls at the Middle stage and 0.8 lakhs of girls at the High School stage during the fourth Five-Year Plan which these targets imply, would require 19,000 more teachers in addition to buildings, equipment, women teachers' quarters and hostels. The State authorities felt that the above targets could be reached only with special assistance from the Central Government.

ORISSA

25. The enrolment position in the state of Orissa is as follows :

(Figures in Lakhs)

	1960-61		1965-66	
	Boys	Girls	Boys	Girls
Age-group 6—11				
No. of children	11.36	10.87	13.08	12.56
No. on rolls (I—V)	9.71	4.40	13.08	8.04
No. not attending	1.65	6.47	—	4.52
Age-group 11—14				
No. of children	5.46	5.35	6.82	6.43
No. on rolls (VI—VIII)	0.95	0.12	2.20	0.44
No. not attending	4.51	5.23	4.62	5.99
Age-group 14—17				
No. of children	4.83	4.68	5.67	5.44
No. on rolls (IX—XI)	0.41	0.04	1.04	0.16
No. not attending	4.42	4.64	4.63	5.28

26. The main difficulties which hindered the progress of girls' education in the State were stated to be :

- (i) Conservatism of parents; general reluctance of parents to send grown-up girls to schools
- (ii) Lack of sufficient number of women teachers; teachers' quarters and hostels for girls
- (iii) Lack of proper security measures for girl students and women teachers
- (iv) Lack of separate secondary schools for girl students
- (v) Inadequacy of funds.

27. The main suggestions made for improvement were :

- (i) Separate schools for girls particularly at the secondary stage; alternatively, appointment of more women teachers in co-educational institutions
- (ii) Provision of suitable curricula for girls
- (iii) Change in school hours to suit conditions in rural areas
- (iv) Provision of scholarships and free-studentships; and free text-books
- (v) Relaxation in the minimum qualifications for women teachers
- (vi) Appointment of trained women teachers in their own villages
- (vii) Unnecessary transfers of teaching personnel to be avoided
- (viii) Provision of women teachers' quarters in rural areas and hostels for girls
- (ix) Educating public opinion
- (x) Better co-ordination between the Education Department and Praja Samitis, Zila Parishads etc.

28. We welcome the announcement made by the Chief Minister of Orissa that girls' education up to the XI class would be free in the State of Orissa from the next school year (1964-65). This was in response to the suggestion made by the Chairman of the Committee to give full fee concessions to all girls up to the Secondary stage. It is suggested that the National Council for Women's Education may bring this to the notice of all State Governments with recommendation for similar action in their respective jurisdiction.

29. At the end of the third Five-Year Plan, the enrolment in classes I—V will be about 20-21 lakhs. If another 8 or 9 lakhs of children are enrolled in the fourth Five-Year Plan, the State may be able to provide universal education by the end of that period. The main hurdle is likely to be presented by the lack of women teachers. In 1960-61, there were 785 women teachers as against 33,365 men teachers. In 1965-66 it is estimated that there would be 2,450 women teachers and 45,050 men teachers. The State would, therefore, need assistance to expand facilities at the primary and middle school stages and to take special measures for the preparation of women teachers.

RAJASTHAN

30. The enrolment position in the state of Rajasthan is as follows :

	1960-61		1965-66	
	Boys	Girls	Boys	Girls
<i>Age-group 6—11</i>				
No. of children	15.71	14.09	17.61	15.87
No. on rolls (I—V)	8.99	2.15	13.84	4.80
No. not attending	6.72	11.94	3.77	11.07
<i>Age-group 11—14</i>				
No. of children	7.05	5.84	7.92	6.58
No. on rolls (VI—VIII)	1.79	0.28	3.20	0.80
No. not attending	5.26	5.56	4.72	5.78
<i>Age-group 14—17</i>				
No. of children	6.50	5.43	7.21	6.14
No. on rolls (IX—XI)	0.78	0.08	1.43	0.20
No. not attending	5.72	5.35	5.78	5.94

31. It was pointed out to the Committee that the present position of the education of girls in the State was due to :

- (i) Conservatism and illiteracy of the parents
- (ii) Poverty and girls being required for household duties and in the fields
- (iii) The age-old purdah system
- (iv) Traditional prejudices against girls' education
- (v) The practice of early marriage
- (vi) Parents' preference for boys' education rather than for girls' education
- (vii) Lack of sufficient supply of women teachers.

The suggestions made were :

- (i) Women teachers were necessary for the villages. Efforts, therefore, should be made to train teachers in centrally located schools in rural areas to take up teaching in the villages
- (ii) Measures were to be taken to provide rural teachers' quarters near the school
- (iii) Poor children should be given free books, pencils and other equipment
- (iv) Changing the time schedule of schools to suit the needs of the pupils in the villages
- (v) Provision of separate secondary schools for girls
- (vi) Different curriculum for girls
- (vii) Parents need to be educated to appreciate the value of education. For this purpose, seminars at Taluka levels should be organised
- (viii) A Research Bureau should be set up to examine the problems of girls' education
- (ix) Training of teachers required reorientation and special emphasis should be laid on the contact which the teacher should have with the local community;
- (x) It was emphasised that special schemes for girls' education should be assisted by the Central Government outside the plan ceiling.

32. Partly on account of financial difficulties and partly on account of some urgent programmes needed at the Secondary and University stages, the allocation for Elementary education was reduced and consequently the target of enrolment was lowered. The State would, therefore, need additional funds for the remaining two years of the Plan to reach the targets of additional enrolment. The total population of girls in the age-group 6—11 would be about 20 lakhs in 1975-76 and if universal enrolment of girls is to be reached by the end of the Fifth Plan, the State would have to enrol 15 lakhs of additional girls in classes I—V in a period of 10 years; an increase of 1.5 lakhs per year as against the present increase of about 35,000 per year. The State needs more women teachers to work in villages for accelerating the enrolment of girls in schools.

UTTAR PRADESH

33. The enrolment position in the state of Uttar Pradesh is as follows :

(Figures in Lakhs)

	1960-61		1965-66	
	Boys	Girls	Boys	Girls
Age-group 6—11				
No. of children	49.77	44.94	57.29	51.92
No. on rolls (I—V)	32.25	8.68	47.96	19.61
No. not attending	17.52	36.26	9.33	32.31
Age-group 11—14				
No. of children	24.16	22.01	30.12	26.91
No. on rolls (VI—VIII)	7.02	1.22	10.18	1.99
No. not attending	17.14	20.79	19.94	24.92
Age-group 14—18				
No. of children	29.33	26.56	34.05	30.84
No. on rolls (IX—XII)	4.54	0.56	6.65	0.81
No. not attending	24.79	26.00	27.40	30.03

34. The main difficulties in the progress of girls' education were stated to be :

- (i) Poverty of the people and the necessity for girls to work in order to augment the family income;
- (ii) Villagers were doubtful about the value of education girls received;
- (iii) Conservatism of parents, particularly in the villages;
- (iv) Early marriages and the dowry system;
- (v) Lack of sufficient number of schools within easy walking distance;
- (vi) Lack of separate schools for girls;
- (vii) Shortage of trained women teachers;
- (viii) Lack of proper accommodation for women teachers in rural areas;
- (ix) Insecurity prevailing in rural parts for women teachers;
- (x) Lack of women teachers' quarters;
- (xi) Lack of hostel facilities for girls and working women;
- (xii) Inadequacy of funds, and
- (xiii) Inadequate means of communication in rural areas.

35. The suggestions for effecting improvement were :

- (i) To provide a school to each village within walking distance;
- (ii) Change of school hours and vacations to suit convenience of parents in rural areas;
- (iii) Educating public opinion by means of media of mass communication, e.g., films, radio talks, seminars, etc.;
- (iv) Syllabus to be modified to suit girls;
- (v) Salaries of teachers should be enhanced;
- (vi) Twin residential quarters should be constructed in the rural areas and a token rent to be charged;
- (vii) Arrangements should be made for education of the children of women teachers working in the villages;
- (viii) Working women's hostels should be provided;
- (ix) Supervisory staff should be more effective; and
- (x) A senior woman officer should be in charge of girls' education at the district level with provision of suitable conveyance facilities.

36. Uttar Pradesh being a border State, a substantial portion of the State's finances has been earmarked for defence programmes and for agriculture, industry, power, irrigation and transport. There are a few hilly and backward areas where the habits and economic conditions of the people vary. It was, therefore, suggested that more Central assistance be given for schemes of girls' education on a long-term basis.

37. The main problem in the State will be to expand the education of girls rapidly by breaking down the traditional resistance and making available necessary resources for this purpose. A larger allocation should be made for Elementary education in the State budget and by the Centre. Funds need to be earmarked specifically for fully implementing the proposal to open 21,500 new Primary schools in rural areas in order to bring a school within easy walking distance from the home of every child. It is understood that 11,000 such schools so far have been opened. The State proposes to open 5,089 such schools during 1964-65. It is expected that the full target of 21,500 new Primary schools in rural areas would be achieved by 1965-66. Besides, Uttar Pradesh has at present an estimated shortage of about 12,000 teachers and with increased enrolment this is likely to increase still further in the remaining two years of the Plan. Funds would have to be provided for the appointment of additional teachers in existing schools.

General suggestions

38. The allocation for Elementary education in the third Five-Year Plan in all these six backward States will have to be increased substantially. These states should make strenuous efforts to earmark more funds for girls' education. They would, however, need Central assistance over and above the plan ceilings. Advance action for the Fourth Plan which has to be taken during the remaining two years of the Third Plan itself would have to be related to (a) expansion of girls' education and (b) training of women teachers.

39. There is a considerable backlog of untrained teachers in these States. The existing facilities for the pre-service training of teachers have to be increased considerably. The facilities for the training of elementary teachers should be expanded to such an extent as to clear the backlog of untrained teachers and

to meet the annual demand for teachers during the next 10 years. This expansion will have to be effected by means of a phased programme.

40. As contrasted with the less advanced States, other States have made comparatively greater progress. It may be assumed that the States of Kerala, Madras and the Union Territory of Delhi would be able to keep to the schedule of providing education for all children in the age-group 6—11 by the end of the Third Plan to be followed by expansion of education in the age-group 11—14 during the fourth and the fifth Five-Year Plans. In Kerala, universal education has already been provided for the age-group 6—11 and in the age-group 11—14 nearly 83 per cent of the children would be enrolled at the end of the Third Plan. In Madras and Delhi universal education would be provided for all children in the age-group 6—11 by the end of the Third Plan and both can be expected to enrol all children in the age-group 11—14 by the end of 1975-76. In the States of Andhra Pradesh, Assam, Gujarat, Maharashtra, Mysore, Punjab, West Bengal and the remaining Union Territories, the enrolment in classes I-V at the end of the Third Plan would be about 85 per cent of the age-group 6—11 and in the age-group 11—14 it would be about 35 per cent. These State and Union Territories would be able to provide universal education for children in the age-group 6—11 by the end of the Fourth Plan and universal education to about 75 per cent of the children in the age-group 11—14 by the end of the Fifth Plan.

41. The advance made in these States has been mainly due to a vigorous effort put forth both by these States and the Public. In these States there is great awareness and enthusiasm on the part of the parents to provide educational facilities to girls.

42. A brief description of the position of Girls' Education in Assam Madras and Mysore is given below :

ASSAM

43. Although Assam is not classified as one of the less advanced States in the field of education of girls and women, the general impression of the non-officials, whom the Committee met, was that compared to other progressive States, Assam had much leeway to make up.

44. During 1960-61, percentage of girls at school in the age-group 6—11 was 53·4 (80·3 boys). In 1965-66 it is estimated that this percentage will increase to 71·8 (98·1 boys). In the age-group 11—14, the corresponding figures are 16·0 for girls (36·00 for boys) in 1960-61 and 23·7 for girls (45·0 for boys) in 1965-66. In the age-group 14—17, the corresponding figures are 5·7 for girls (18·7 for boys) and 10·9 for girls (28·2 for boys).

45. In 1962-63 there were 7,158 women teachers at various types of schools—Higher Secondary, Senior Basic, Junior Basic, Primary and Nursery. There were, in addition 84 women teachers in schools for special and professional education, 106 in colleges for general education and 15 in colleges for special and professional education. There are 6 Training institutions for women teachers (2 Basic, 3 non-Basic and one Pre-Primary). The total number of trainees in these institutions in 1962-63 was 228. Besides, encouraging development of girls' education in the Secondary stage through non-government schools by a liberal policy of grants-in-aid, the State Government has decided to have at least one Government girls' high or higher secondary school in district head quarters to serve as model institutions.

46. Nevertheless there are difficulties in the way of progress of girls' education. These relate to the economic factor, social conservatism of the people, lack of communications; absence of suitable school buildings and dearth of women teachers particularly, in rural areas. The existing girls' schools were overcrowded. Parents, generally had no objection to sending girls to boys' or co-educational schools at the elementary stage but in some areas the parents did not like them to attend boys' schools. In order of priority both the officials and non-officials were of the view that assistance would be required for school buildings rather than hostels. In Assam, throughout the rainy months, the land, particularly, in rural areas, remains under deep water. Due to climatic conditions the floors of the buildings which are not sufficiently raised remain damp.

47. It was also pointed out to the Committee that the State would require extra finance outside the Plan ceilings to effect improvement in the field of girls' education, particularly for school buildings, teachers' quarters, appointment of more teachers mainly at elementary level—as the present allocation is not adequate due to scattered population in hilly areas and necessity of additional teachers for various linguistic minorities, rural allowance for women teachers, girls' common rooms with sanitary facilities and the like.

48. At the time the Committee visited the State, the re-constituted State Council for Women's Education met at Gauhati and made a number of recommendations in order to help the progress of girls' education. Members of the Committee had the opportunity to meet the Chairman of the State Council and to discuss relevant details. The Council recommended that girls' education up to secondary stage should be made free as early as possible and that the education at the secondary stage should have an extensive expansion by providing separate schools for girls, appointment of more women teachers, more training facilities, free distribution of textbooks, particularly in rural areas, building grants for elementary and secondary schools and also increase in the number of scholarships for girls at all levels.

MADRAS

49. In the State of Madras, outlays on education have always been accorded high priority in the budget and plans. In the field of elementary education, the endeavour has been towards the objective of universal compulsory primary education. During the first Five-Year Plan, out of 40.92 lakhs children of school-going age less than half (18.53 lakhs) were at school. A few thousands of localities had no schools at all within a reasonable distance. The first Plan accorded high priority for the establishment of schools in such localities. Steps were also taken simultaneously to raise the level of enrolment in the existing schools. In 1955-56, education was made free for all children up to the VIII standard in elementary schools and up to the III form in secondary schools. During the second Plan period, about 15,000 additional teachers were appointed and 8 lakhs additional students were enrolled. The number of schools increased to about 26,750. At the beginning of the third Plan period, there was no village with a population of 300 and above without a school.

50. In the age-group 6—11, there are 43.7 lakhs of children attending school; of these 18.1 lakhs are girls which works out to more than 72 per cent of girls in that age-group. The programme of achieving cent per cent attendance is being implemented age by age and the State has covered up to

the age of 9. During the last two years, emphasis has been laid on the enrolment of girls in the first two standards as a result of which attendance increased by 51,000, the increase in the case of boys was only 12,000.

51. There are approximately 42,000 boys and 13,300 girls attending colleges (the corresponding figures for 1947 were 15,000 and 2,099 respectively). The increase in the case of girls' enrolment has been as much as six times. Girls are being admitted to men's colleges for courses which are not available in girls' colleges. The policy of the University, however, is to have more and more separate colleges for girls covering all the courses.

52. The State has 54,100 women teachers (there were 12,500 in 1947). There are 144 training schools, of which 67 are girls' training schools; the output of trained women teachers is almost equal to that of men teachers, because in girls training schools there are more sections. There are six training colleges for women, two run by Government and four by private agencies.

53. In order to overcome the inhibiting influence of poverty on the enrolment of children in rural areas, a programme for the provision of mid-day meals to poor children was started in 1956 as a purely voluntary movement. This programme gained momentum with the offer of Government grant at 6 P. per meal per child to supplement voluntary contributions of not less than 4 P. per child per day. As a result of this effort, 14.5 lakhs children of elementary schools are benefited. Of the 30,020 elementary schools only 17 schools have still to implement this scheme. A substantial number of boys and girls in secondary schools also are given mid-day meal, the cost being met entirely out of local contribution. The Committee saw the system of school meal at work during its visit to the State. The children are also being supplied multipurpose food manufactured by a firm at Coimbatore on the basis of a formula given by the Central Food Technological Research Institute, Mysore. It would be worthwhile if other States also would examine the possibility of supplying such multipurpose food to the children.

54. The success of the educational programme in the State has in a large measure been due to the enlisting of local initiative and interest in the improvement of the school. A school improvement movement was launched under which 25,000 schools have benefited. The total cost of the scheme implemented with the aid of local philanthropy has been assessed at Rs. 5.5 crores.

55. Under the scheme of provision of uniforms for school children over 7 lakhs children have been benefited. Consequently, the enrolment in elementary schools has increased from 33 lakhs to about 46.1 lakhs. As against the plan target of additional enrolment of 14 lakhs of pupils, even by the end of 1963-64, 12.3 lakhs were estimated to have been enrolled. The Committee is of the opinion that such experiments as in Madras for purposes of school improvement and encouraging public cooperation should be organised in all the States and particularly in the less advanced States of Bihar, Jammu and Kashmir, Orissa, Madhya Pradesh, Rajasthan and Uttar Pradesh.

56. The target for the third Plan was an additional enrolment of 2.15 lakhs in the age-group 11-14. About 2.2 lakhs have already been enrolled in the first three years of the present plan. The physical targets are likely to be exceeded by the end of the Plan. In the field of secondary education, the number of schools rose from 678 during the first Plan, to 1,361 at the beginning

of the third Plan. The enrolment increased from 3·52 lakhs to 6·65 lakhs. It is important to note that a large number of these new secondary schools were located in rural areas thus bringing for the first time to these areas facilities for higher education. The progress in this field has been due to the fact that secondary education is free to all children of parents with an annual income of and below Rs. 1,200 in the first instance and later Rs. 1,500 per annum. The Government has now announced that as from 1964-65, all children in secondary schools irrespective of their parents' income will get free education till the eleventh standard. Till now 88% of the children were getting the benefit of free education. From 1964-65 100% children will be getting this concession.

57. There are 1,941 Secondary Schools (including 325 Girls' Schools) with over 9·5 lakhs children. Against Plan target of 75,000 additional pupils, over a lakh of pupils have already been enrolled.

58. The State has also taken action to maintain standards. With a view to providing for the varied abilities and aptitudes of the pupils diversified courses have been included in the curriculum of schools. Provision has also been made for improvement in teaching science subjects, for strengthening of laboratories and libraries and for the introduction of crafts. The scales of pay of teachers have been raised and uniformity has been ensured in scales of pay of teachers working under different agencies. The retiring age for teachers has been raised to 58; a triple benefit scheme "Pension-cum-Provident Fund-cum-Insurance" for the teachers has been introduced; as also the family pension scheme. The State has also introduced a scheme of State Awards (54) for elementary school teachers as a mark of public recognition of their meritorious services.

59. The position regarding school accommodation was not considered satisfactory in this State. According to the State authorities not even 50 per cent of the schools could claim that they were decently accommodated. The main difficulty was the ways and means position of the Government. However, the question of buildings is an all-India problem and it could not be solved by the funds allotted by the State Governments. Central Government will have to come to the help of the States by granting loans on a long-term basis.

MYSORE

60. The Committee had the opportunity to look into the activities of some of the institutions in Mysore and had discussions with the officials and the non-officials connected with the education of girls and women. The advance that has been made by the State can be attributed to the greater awareness among the people with regard to the importance of girls' education and their anxiety and enthusiasm to contribute their best towards the building of the education economy.

61. In the State of Mysore, 8·07 lakh girls were enrolled in 1960-61 in the age-group 6—11 out of a total of 21·68 lakh children. This worked out to 54·6 per cent of the population in the age-group. In 1965-66, it is estimated that the enrolment would be of the order of 14·06 lakh girls being 78·6 per cent of population in their age-group. In the age-group 11—14, the enrolment in 1960-61 was 1·01 lakh girls (total number enrolled being 3·63 lakhs) which came up to 12·1 per cent of the population in that age-group. In 1965-66, it is estimated that the enrolment of girls would be 2·13 lakh

(total 6.04 lakhs) which will work out to 22.9 per cent of the population in that age-group. In the age-group 14—17, the enrolment in 1960-61 was 0.37 lakhs (total enrolment being 1.69 lakhs) which worked out to 4.8 per cent of the population in that age-group. In 1965-66, it is estimated that the enrolment would be 0.67 lakhs (total enrolment being 2.42 lakhs) which will amount to 8.3 per cent of the population in that age-group.

62. Some of the activities of the State which are of interest and which could be advantageously considered by others and by the less advanced States relate to the Students' Welfare Fund, free supply of language textbooks to needy children and the supply of uniforms. The State Council for the Mysore State Students' Welfare Fund has been constituted with a view to promoting the welfare of students studying in the educational institutions in the State by rendering assistance, among others, for the following purposes :

- (a) To pay fees including examination, tuition, etc.;
- (b) To purchase and supply the necessary books and stationery;
- (c) Providing essential medical treatment;
- (d) To meet the cost of transportation from and to educational institutions; and
- (e) To extend financial help to educational institutions which are operating special schemes for promoting students' welfare, such as, mid-day meals, co-curricular activities, book banks etc.

63. A sample survey of the State Educational Research Bureau revealed that 40 per cent of the children of the first standard did not possess textbooks and as many as 12—15 per cent in standards II-III and up to 8—10 per cent in IV—VII. The State Government, therefore, distributed 8 lakh copies of nationalised language textbooks in Hindi, Kannada, Marathi, Tamil, Telugu and Urdu for standards I—VII during 1963-64 at an approximate cost of Rs. 4.47 lakhs. Some part of the revenue received by revising the cost structure for textbooks have been utilised for purposes of free supply of slates to needy primary children to the extent of Rs. 50,000 and distribution of children's literature to the extent of Rs. 75,000. At the secondary stage, 66,000 copies of textbooks valued at Rs. 40,000 were supplied free of charge to book banks of secondary schools.

64. Girls' education in the State is fast building up. This is due both to the Government and the public the former giving encouragement to several schemes pertaining to girls' education to the extent that finances permit and the latter collaborating as much as possible with welfare activities for girls and women.

CHAPTER IV

Public Cooperation—An Essential Factor

The committee is mainly concerned with the task of suggesting ways and means through which public support and cooperation may be mobilised more effectively, for the advancement of girls' education.

Positive and negative aspects

2. Our study of the conditions prevailing in the less advanced States, where the problem of girls' education presents itself in its most acute form, shows that a complex combination of causes will have to be surmounted before a "break-through" can be achieved. These are, for instance, the social causes arising from parental prejudices against the education of girls, economic conditions of parents, the necessity for girls to work in the home or the fields the purdah system, the dowry system and a general apathy towards educating girls. Due to lack of well developed means of communication, the villages still live an isolated existence which tends to perpetuate attitudes resistant to change.

3. Since there are not enough girls in school, the output is too small to provide an adequate number of women teachers who could live and work in the villages and "activate" the local population. Thus a vicious circle is set up.

4. In almost all the States, however, there are unmistakable signs of a new educational awakening. There is a growing desire on the part of women themselves for education. Even if the wind of change has not swept into every part of the country, it is stirring. Even in remote villages where, normally, people would have asked for roads on a priority basis, public awakening has been such that the first demand is for a school in the area.

5. Another positive attitude is the acceptance of co-education at least at the primary stage. Further popularisation and spread of co-education would: (a) help in relieving the present shortage of school accommodation, and (b) reduce the strain on resources. Wherever it is uneconomic to have a separate school for girls judged on the basis of the numbers or owing to the unavailability of extra teachers, the adoption of co-education would enable the maximum use of the available resources in terms of school building, staff and equipment.

6. We believe⁴ that not only is the need urgent, as obviously it is, but the ground is also ready for a comprehensive programme for mobilising public cooperation to promote girls' education and giving it constructive channels for expression. There are, however, two prior conditions which must be fulfilled. First, it is essential to emphasise that official action and the programme based on public initiative must move forward in close harmony. There has to be a sense of partnership and shared responsibility between official and voluntary agencies. The contribution that voluntary action has to make, and it is immense, does not relieve official agencies of their responsibility, which, if anything, becomes greater because of such public cooperation. It spells frustration for voluntary workers, and the whole programme of public cooperation, if having done their part, they find that their labours have been allowed to

become infructuous through lack of timely supplementary action : a school building constructed through community effort remains unused because a teacher is not posted by the concerned authority, or, parents are persuaded to send children to school, but no school is opened or the existing school has no spare capacity to take in more children.

7. The second condition we should like to emphasise is the need for a systematic and sustained programme with an adequate organisation for mobilising community effort. Short-term but intense drives and campaigns have their place and usefulness but they are never a substitute for regular and systematic work carried on from one unspectacular day to another. That is to say, mobilising public cooperation and community effort has to be not only a drive but a movement, constantly growing and developing, extending the range of activities and involving more and more persons and agencies. It should be firmly based on village or town level organisations of voluntary workers so that it may derive its strength from below—the points nearest to the local community.

8. In subsequent sections of this Chapter, we have indicated the types of assistance or projects for which community effort could best be mobilised. These recommendations should be read subject to what we have said here about the total programme and the respective roles of voluntary and official agencies in it.

9. The State Councils for Women's Education are, we believe, the most suitable agency for providing the organisation and leadership for the kind of movement for mobilising community effort that we have suggested. It should function as a part of the network of which the District Councils, at the district level, and the Mahila Mandals and similar voluntary bodies at the town and village levels would be strong and active links. These agencies should look upon mobilising of community effort and educating public opinion to promote girls' education as their main and primary responsibility. They should aim at building up in villages and towns teams of voluntary workers, men and women, who are willing to devote themselves to this cause and work actively for its promotion.

Public Cooperation

10. Public cooperation could be considered under two broad headings:

(A) Direct Cooperation of Public by :

- (i) Establishing private schools;
- (ii) Putting up of school buildings;
- (iii) Contributing voluntary labour for construction of school buildings;
- (iv) Helping in the maintenance of school buildings;
- (v) Helping in providing suitable accommodation for teachers and students, particularly in the rural areas;
- (vi) Popularising co-education at the primary stage;
- (vii) Undertaking necessary propaganda to make the profession of teaching for women popular;
- (viii) Creating public opinion in favour of the teaching profession and to give greater respect to the teacher in the community;
- (ix) Encouraging married women to offer services as part-time teachers in village schools;

- (x) Encouraging women to work part-time in schools as school mothers and to look after the needs of girls;
- (xi) Initiating action and participating in educative propaganda to break down traditional prejudices against girls' education;
- (xii) Setting up of school betterment committees;
- (xiii) Organizing school improvement conferences;
- (xiv) Collecting funds;
- (xv) Supplying mid-day meals to poor and needy children; and
- (xvi) Supplying uniform to poor and needy children,

(B) *Education of Public opinion by the State by arranging*

- (i) School improvement conferences;
- (ii) Seminars;
- (iii) Radio talks, audio-visual aids and distribution of pamphlets and brochures; and
- (iv) Assisting voluntary welfare organisations, private individuals and associations engaged in the field of the education of girls and women.

Establishment and Maintenance of Private Schools and Institutions

11. Earlier in the report we have mentioned the extent to which private voluntary effort contributed to the advancement of the education of girls and women. While the proportion of expenditure borne by private bodies out of the total educational expenditure has inevitably decreased with the vast increase in the size of the educational enterprise, it is still significant and is evidence of the deep interest of the community. In particular, there is ample scope for mobilising this interest in the rural communities and giving it expression in the form of voluntary manual labour, contributions in kind and greater participation in the establishment and maintenance of schools.

12. In the final analysis the community gets the school or any other amenity it deserves. When there is a proper appreciation of the importance of education the community will go to any extent to provide a school or arrange for school accommodation for the children.

13. It is not necessary to have costly buildings. In Assam, for instance, school buildings are made with walls reinforced with small strips of bamboo and then covered with mud, *chuna* and other local material. They are found to be durable and functionally useful. Laminated wood can also be used for building purposes as has been done in Madras. It is, however, to be stressed that school buildings however made must conform to requirements of safety and hygiene.

14. As mentioned before, voluntary labour too may be provided by the local community. It would be a source of encouragement as also pardonable pride if the names of the persons who have rendered such *Shramdhan* be indicated in a suitable place in the building. Hence the names of carpenters, blacksmiths, and masons who helped voluntarily in the construction of the school building should find honourable mention. In Madras the Committee had a refreshing experience of seeing the names of the contractors being mentioned prominently alongwith the dignitaries who declared the institutions open.

15. The maintenance and up-keep of school buildings and school places is another important responsibility of the local community.

Teachers' Quarters

16. The main difficulty in the case of villages is the lack of suitable accommodation for teachers. Many women teachers after being brought up and trained in the towns cannot reasonably be expected to live alone in villages. Hence, while there is no dearth of qualified teachers in larger cities, the difficulty is to find women who are willing to serve in the villages. The Committee found, for instance, in one State that the teachers lived in the city 20 or 30 miles away and covered the distance to the village every morning and evening. The very fact that they did not stay in the village, deprived the school-community relationship of the personal touch which the presence of the teacher alone could give. In any programme of community effort, therefore, the provision of suitable living accommodation for the teacher by the community should have every high priority.

Popularising Girls' Education

17. The most important contribution which the local population in the village could make would be to popularise education in general and the education of girls in particular. This could be done by means of enrolment drives. It would not be a costly venture to initiate enrolment drives in the village and make the people conscious of educational facilities. Public opinion should be roused in order to win the support of parents in favour of girls' education. A door to door propaganda in each village could be organised, a register be maintained, attendance noted and parents be persuaded to send the non-attending children to school.

18. Each village as an entity should have healthy competition with the neighbouring villages in making its population literate. It should take pride in the fact that all girls in the village are attending school. The *Gram Shikshan Mohim* programmes of the Maharashtra State have used this device for removing illiteracy in a number of villages.

Co-education

19. Co-education has come to be an accepted pattern of the primary stage. This would also solve the problem of inadequacy of schools for, it will not always be possible or economical to provide separate schools for girls. In several States it was gratifying to note that parents were not generally against sending girls to co-educational Primary schools.

20. Co-education is not popular at the Secondary stage. In 1949-50, 73.9% of girls reading at the secondary stage were enrolled in Secondary schools exclusively meant for girls. This figure came down to 63.6% in 1960-61. For various reasons, most girls enrolled at the Secondary stage still study in separate Secondary schools for girls. Parents still prefer separate girls' schools at the Secondary stage and send them to boys' schools only when there are no separate girls' schools available. Even in such centres, if there were separate schools for girls, enrolment would increase.

21. The non-officials whom the Committee met have invariably preferred separate girls' schools at the Secondary stage. It is, therefore, necessary that separate schools for girls should be provided at the Secondary stage.

Raising the Status of the Teacher

22. The teaching profession was held in great respect right from the earliest times in Indian history. The teacher was a person looked up to by the community as an embodiment of wisdom. Gradually his position deteriorated. It is upto the community to re-kindle its old respect for the profession and for the teacher to unassumingly command that affectionate respect. Constructive propaganda may be carried out to make the teaching profession popular and more so for women. It is only the local people in the villages who can impress upon their women-folk the necessity of cooperation in this educational venture and to stress the fact that teaching is an honourable profession.

23. The local community can do great service by recognising and encouraging the possibility of married women teachers taking up teaching in the village itself. It would not be an exacting job for them—it could even be part-time and it would certainly help to relieve the present shortage of teachers. The local women could be educated through condensed and other part-time courses and could be encouraged to take up teaching work at school.

24. The local women in their spare time can also help as school mothers, looking after the personal and private needs of girls who might otherwise feel lost in co-educational institutions, particularly at a stage when they are being initiated to schooling. We are of the opinion that this is something worth attempting. Such women may be suitably trained for the purpose. Initial prejudice on the part of men and shyness on the part of village women would have to be overcome and women encouraged to take up social work. This is where the State councils and local Mahila Samajas can play an effective role.

School Betterment Committees—School Improvement Conferences

25. In an age of growing social and economic emancipation, young women, particularly girls, need to be made aware of new opportunities which may be open to them. The local people can help to emphasise the importance of education in improving the standard of living. For this a regular campaign will have to be conducted by the leaders in each village.

26. The organisation of School Betterment Committees will provide the local community with the means of making its contribution to educational awakening and advancement. While official agencies will have to lend their active support in establishing such cooperative ventures, the initiative has to come from the local population. The local people would best know the educational position of the village in regard to school buildings and teachers. A School Betterment Committee should consist of all the elders of the village who have a sincere desire for the educational progress of the community. They should evince an interest in the type of education provided, the type of teachers available, the buildings, the need for repairs to buildings and proper sanitary arrangements. Every village should elect a good School Board to voice the legitimate needs of the community. It is only when a community is aware and awake, that progress will follow.

27. The villagers should take upon themselves the responsibility of arranging School Improvement Conferences and meetings where the needs of the village are examined and popular participation invited. Madras for instance has set a good example in this respect which we feel could be usefully emulated by other States with suitable modifications. In that State in each area where such a conference is to be held, adequate educative propaganda is

organised to make the people realise the significance of helping to improve their local elementary schools. The needs of the schools are then listed by teachers and inspecting officers and an appeal is broadcast to local people for help. A function is arranged at which all the donations are announced. (The very fact of announcing the names of the donors gives them a certain sense of pride). The Conference is followed up very carefully to see that all the contributions promised by the community do come in and are fully utilised. So far, more than 200 School Improvement Conferences have been held and an amount of more than Rs. 5 crores has been collected. The needs of the school are reviewed annually and met according to the capacity of the people. The aim has been to make this a mass movement so that the entire village community is interested in the proper functioning of the schools in the locality.

28. The following list of School Improvement Projects gives an idea of the type of cooperation offered by the people:—

- (1) Construction of school buildings
- (2) Electrification of buildings
- (3) Construction of quarters for teachers
- (4) Provision of additional accommodation
- (5) White-washing and repairs to buildings
- (6) Construction of compound walls
- (7) Provision of sheds for cooking free meals
- (8) Donations of lands for free meal scheme
- (9) Donations of lands for agricultural and garden purposes
- (10) Provisions of fence for garden
- (11) Acquisition of land for playground
- (12) Provision of screens
- (13) Painting of black-boards
- (14) Supply of class room furniture
- (15) Supply of equipment and teaching aids
- (16) Supply of slates and textbooks to poor children
- (17) Supply of portraits of great leaders
- (18) Supply of free clothing
- (19) Supply of personal hygiene materials (Soap, towels, mirrors etc.)
- (20) Supply of grain, firewood etc. for free meal scheme
- (21) Supply of cooking vessels for free meal scheme
- (22) Supply of plates and tumblers
- (23) Provision of drinking water
- (24) Provision for night study and supply of petromax and hurricane lights
- (25) Supply of equipment for new handicrafts like sewing machine etc.
- (26) Starting of poultry farm
- (27) Introduction of bee keeping
- (28) Supply of musical instruments and radio
- (29) Supply of play and hobby materials
- (30) Supply of garden tools
- (31) Maintenance of existing wells and sinking of new wells

- (32) Installation of pump set
- (33) Provision of sanitary conveniences
- (34) Supply of newspapers and magazines
- (35) Provision of library
- (36) Provision of first-aid materials
- (37) Enrolling of children of school-going age

29. The Committee wishes to recommend strongly that such a programme should become an integral part of the activity of the education departments and that necessary advance action to this end should be initiated in these two remaining years of the third Plan.

Mid-day meals and School uniform

30. For the enrolment of children belonging to the poorer and the weaker sections of society, a programme of school meals is very essential. Even amongst the children who are attending schools at present, diseases from malnutrition are common. Programmes for providing school meals should be emphasised to cover as many children as possible.

31. The local population in the village can also help in providing a system of School meals. This has worked out very successfully in some other parts of the country and in a venture like this mostly women can help. In small villages, where agriculture is the mainstay, women can come together and take turns in cooking the afternoon meal and providing the food at schools. If children were to be given some good food during their school hours this would by itself act as an encouragement and also help in combatting malnutrition. In small villages this need not necessarily be a heavy burden on the population. Once villagers used to help the itinerant travellers, they use to feed the monks, and religious heads. There was (and still is) the system of providing students with food once a week. Several families providing meals on different days meant that the student had meal on all days of the week.

School Uniform

32. In the case of boys, the question of school dress would not be a very important problem, but it would be in the case of girls. Hence if a proper uniform or dress is supplied, parents would be happy to send their daughters to school. In this respect too, the local women could help by stitching simple garments, uniforms and dresses for the local children. Indirectly, the women of the village could be trained to sew simple garments and attend to their own social needs.

School Materials

33. The local population could help in supplying simple school materials like textbooks, slates and pencils. A cooperative venture can be started in the village by pooling the available material which might have been used by members of the same family or by other families in the village and these could be made available to the school. In India, a large proportion of children in elementary schools do not have all the textbooks required; some may have only a few and a large number have none. The very purpose of a school would be lost if these tools of learning are not available. Free textbooks should be supplied at least to all the poor and needy children.

34. The greatest service to the spread of education can be rendered by the voluntary organisations like Mahila Mandals, the All India Women's Conference, National Council for Women's Education, State Councils and other bodies. The social status of women and their education are inter-dependent. If there is an improvement in the social status of women there will be an expansion in their education and *vice-versa*. An intensive effort, therefore, should be made to educate public opinion on the necessity and desirability of extending equality to women in all social and economic spheres.

35. Considering the present position regarding co-education at the Primary stage, voluntary organisations can do the necessary propaganda for popularising co-education at this stage with a view to eliminating financial problems. In such schools the presence of school mothers or elderly ladies of the community may be helpful in increasing enrolment. This is a service which the local women can certainly render. Normally the duration of the Primary schools in rural institutions would be from the morning to about noon and if the local women would take turns to provide the necessary moral support to girls, popular opinion would be developed in favour of co-education at the Primary stage.

Role of the State

36. All this education of public opinion should be initiated by the State. It will have to act as a catalytic agent in order to bring the people who matter in the villages and in rural areas and afford a common platform for them to discuss and to arrive at common programmes of action. The State Education and allied departments would have to initiate action in this behalf.

37. Information in respect of girls' education should be disseminated by the available mass media of communication; radio talks, broadcasts, interesting pamphlets, films and filmstrips. Seminars may be arranged by educated voluntary workers who would educate the people and enthuse them to take to education themselves and to help to build up educational facilities for the community.

38. Campaigns will have to be organised to mobilise public opinion for creating proper conditions of work for women. Through career films and filmstrips on occupations available, women should be encouraged to take up the teaching profession.

Assistance to Voluntary Organisations

39. The State will also have to help welfare organisations and private associations engaged in the field of the education of girls and women by providing necessary facilities to go to villages to undertake studies, research and propagation of ideas.

40. The National Committee on Women's Education while considering the place of private enterprise in the economy of the country, emphasised the need to regard private educational institutions as full and equal partners with government institutions in all matters regarding status, privileges and financial assistance. The Committee pointed out that the recognition of this principle will further involve several changes in the grant-in-aid rules and manuals so that all clauses which discriminate between Government and non-Government schools would be eliminated. The Committee suggested that the matching grants required from institutions receiving grant-in-aid should not be insisted upon in the case of girls' schools and the extent of matching funds

expected should not be more than half of those expected in the boys' schools. We would like to emphasise the need to provide maximum assistance to voluntary organisations which have been doing good work in the field of education over a long period. It is necessary and urgent to stimulate private effort especially in rural areas. Institutions working in rural areas should be helped in a special way. Where such institutions do not exist the existing voluntary organisations which are now confined to urban areas should be persuaded to expand their activities to rural areas also.



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CHAPTER V

Programmes of Qualitative Improvement

The country will have to provide for every child not only "some" education but "good" education which would help the child to become a useful and responsible citizen. While, therefore, attempts have to be made to maintain the progress of education, action will have to be taken for qualitative improvement with an emphasis on programmes to improve standards. In some of the States, parents and non-officials pointed out to the Committee that the standard maintained in girls' schools was poor and, hence, they were reluctant to send children to school. It is of primary importance that schools should be attractive. The existing functional deficiencies of schools should be remedied and diversified courses introduced keeping in view the local vocational interests.*

2. The argument that some school, even a bad school, is better than no school does not have any force. Although at the moment the apathy of the masses is breaking down and although children in much larger numbers are attending school, there is a grave danger lest the continuance of almost valueless schooling should convert the parents into active opponents of education and that apathy will become opposition. India is not in a position either to tolerate any increase in this large volume of ill directed expenditure or to wait indefinitely for any effective increase of literacy.†

State Help Necessary

3. The type of public cooperation that would be forthcoming would depend upon the prevailing conditions. It is indeed a difficult problem. Unless there are schools, no cooperation can be forthcoming and until the public are conscious of the need for educational facilities, more schools cannot be started. This is a vicious circle. In order to solve this problem,

*A Committee appointed by the National Council for Women's Education made recommendations which need to be examined by the State Governments for suitable action. The Committee recommended that no differentiation should be made in the curricula for boys and girls at the primary stage. The curriculum provided for the minimum course of general education at the middle school stage should be common to boys and girls including a core curriculum of Home Science.† Special intensive courses of vocational preparation should be organised after the middle school stage. All middle schools should provide for the teaching of a craft most suited to local conditions and wherever possible for the teaching of more than one craft; where only one craft has been introduced it should be obligatory for boys as well as for girls. At the secondary stage, diversified courses such as those for Home Science or Fine Arts should be increasingly introduced to meet the special needs of girls. The general courses should not attempt to give vocational competence but craft or handwork or Productive labour of some type should form an integral part of such courses.

†The universities should explore the possibilities of further development in the provision of a large variety of courses which meet most of the special needs of girls and women. They should review periodically the provision they have made for the courses designed to meet the special needs of girls and take necessary action to remove the deficiencies discovered. It is the responsibility of Universities and State Governments to prepare teachers required for the teaching of the differentiated or diversified courses at the secondary stage. There is a good deal of scope for Universities to take a greater interest in this sector and to prepare competent teachers for a number of subjects which are being introduced at the secondary stage. Where, for any reason, it is not possible for Universities to organise such courses, the State Governments must come forward to undertake the responsibility. (Differentiation of Curricula for Boys and Girls—1964, pp. 55—58).

on the one hand, the State should continue to help in an abundant measure in providing necessary schooling facilities in all the areas and in all habitations, however small, so that the local population can make use of them. On the other hand, the people should be made aware of the necessity for education.

4. The schools should be, so far as girls are concerned, within easy walking distance. It is necessary to ensure the personal safety of school-going girls by providing for escorts wherever necessary. While discussing the matter with the local people in some of the States, particularly in the rural areas, the Committee found that parents were reluctant to send girls to schools where they had to walk a long distance either early in the morning or late in the evening specially when the shift system had been in vogue in village schools. The solution, therefore, would be to provide a Primary school in every village with a population of at least 300. However, in scattered, hilly or isolated areas, primary schools should be provided where the population is even less than 300, so as to provide every habitation with a school within a mile; a middle school in each habitation with a population of 1,500 and above, within a radius of 3 miles. The establishment of secondary schools should be planned in such a way as to cater to the needs of these primary and secondary school leavers. There should be generally a Secondary school within a radius of 5 miles.

5. Economic conditions affect school attendance and achievement in schools. A determined attack on social and economic handicaps is necessary.

6. The question of shortage of teachers is bound to remain for a long time. The progress, so far made in the recruitment of women teachers has not been very satisfactory. The National Council for Women's Education had estimated that at least 2,50,000 additional women teachers would be required in the various States for the third Plan period. Out of this it is estimated (on the basis of the rate of recruitment so far) that only about 1,32,000 women teachers would be in position by 1965-66. There would, therefore, be a heavy shortfall.

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Women Teachers

7. The success of the school programme depends upon the teacher. By general consent, women are regarded as the best teachers for the Primary schools. It should be the aim of all States to appoint women teachers in Primary schools and a greater number of women teachers in mixed schools. A school so staffed will inspire greater confidence in the parents and make them more willing to send girls to mixed institutions.

Recruitment

8. One of the ways of solving the problem of teacher-shortage is by widening the basis of recruitment. The teaching profession should be made more attractive. It is also necessary to ensure that the teachers who are available are suitably trained for the job.

9. Girls' schools will particularly benefit if it were possible to bring back to their staff a good many of the married women who have left them in recent years and to bring in women (and men) from other occupations. Due to claims of marriage and bringing up a family, as a group, women teachers have and will always have "a shorter span of teaching life" than men. Nevertheless, of all the professions open to women, teaching is the easiest to reconcile with these needs. There are also persons in the profession who never

intend to make it a life-work but want to teach for a limited period of time. We must make use of such personnel in our schools.

10. An important method of reinforcing the teaching personnel would be to organise condensed courses on a larger scale for adult women particularly from rural areas so that they could, after completion of training, take up teaching jobs in the villages.

11. There is a special difficulty in securing and retaining good teachers for schools of all kinds and particularly in backward and hilly areas where reasonable facilities are not available. Children of these areas are in dire need of specially gifted teachers. But highly gifted and experienced teachers do not always choose to work in such unattractive areas, which get teachers who cannot secure other appointments or such teachers who are only there until they can move elsewhere. There should be an attempt to discover by experiment whether financial incentives to teachers to serve in such difficult areas would be effective. One alternative which has great possibilities is to train local men and women to take up teaching jobs in the village. The non-officials whom the Committee met have invariably approved of this idea of utilising local talent. Another alternative is to provide for a special allowance to teachers who are willing to serve in schools situated in hilly isolated or any other specific backward rural areas.

12. The conditions of service should be favourable. The Committee strongly recommends that there should be improvement in the remuneration, old age provision and service conditions of teachers. Basic scales of pay have to be improved with a view to attracting better type of persons to the teaching profession. There should be definite programmes for the provision of satisfactory old age benefits to all teachers irrespective of the management under which they may happen to serve. Special drives should be organised to attract people in rural areas to the teaching profession as the best form of social service needed for the upliftment of the villages. Teaching should be as highly regarded in society as other professions.

Training Institutions

13. The difficulty of retaining women teachers in villages can be overcome very largely if training schools with hostels are located in the rural centres and near educationally backward areas and if girls from the villages are trained there and sent back to work in their own or neighbouring villages. This will help to bring forward teachers with local ties in these areas. Wherever such training schools have been started in rural centres, they have been well attended. This proves that the shortage of teachers is not due to the disinclination of girls to come forward for training. The policy of locating the large majority of training schools in the towns will, therefore, have to be reconsidered.

Teacher Training

14. In the States of Kerala, Madras and the Punjab, there is no backlog of untrained teachers. The existing facilities for teacher training can be considered as adequate and the annual output of trained teachers is almost equal to the demand for additional teachers. In these States it is necessary to improve the quality of training institutions and provide for in-service training. In the States of Andhra Pradesh, Bihar, Gujarat, Maharashtra and Orissa, teacher training programmes need greater emphasis. In these States, the backlog of untrained teachers is not, however, very high. In the

States of Assam, Jammu & Kashmir, Madhya Pradesh, Mysore, Rajasthan, Uttar Pradesh and West Bengal, the backlog of untrained teachers is very large and is increasing. Hence the existing facilities for pre-service training need to be vastly strengthened.

15. The problem of professional training both pre-service and in-service was examined by a Study Group on the Training of Elementary Teachers in India and by the Second National Seminar on the Education of Elementary Teachers in Delhi in October, 1963. The recommendations made by the Study Group and the Seminar are worth serious consideration. It is recommended that by the end of the fourth Plan, the training facilities available in each State should be of such a magnitude that the annual output of trained teachers should be equal to the annual demand for additional teachers including replacements.

Inspection

16. Inadequate inspection has been advanced as one of the causes for lack of public support for girls' education. Steps need to be taken to improve supervision of schools, particularly of the rural schools. The inspecting staff should be adequate and strong so that improvement can be secured and waste reduced. Such a staff can keep close touch with local conditions and requirements, give guidance for an economical and well-directed plan of improvement and development. Such a staff can stimulate among the people a desire to send their children to school and what is more important, to keep them at school for a reasonable period of time; secure the active cooperation of the parents and ensure that the teachers do their duty faithfully and regularly. A separate women inspectorate will help to bring in more girls to schools.

Teachers' Quarters

17. Construction of teachers' quarters in rural areas is of great urgency. It is only by providing women teachers with convenient quarters near the schools that we would be attracting many educated women to the teaching profession. Public contribution for providing accommodation to teachers working in rural areas could at best be limited. Some permanent arrangements will have to be made and the construction of quarters by the State authorities is inescapable. In this connection, experience has shown that twin quarters built near the school premises for women teachers would help them to live with the social workers, the Gram Sevikas and Mukhya Sevikas and have company and social life. We recommend that the estimate made by the fourth Plan Working Group of the National Council for Women's Education should be seriously considered and during the fourth Plan period, 50,000 quarters for elementary teachers and 10,000 quarters for secondary teachers should be provided.

Hostels

18. An important requirement for spreading education among girls, specially in the Middle and Secondary schools is the provision of hostels for girls. The absence of such facilities as also the very slow progress in the construction of buildings that have already been undertaken, have been the major causes for the decrease in enrolment of girls, particularly in rural areas. The Middle and Secondary stages provide the necessary personnel for taking up teaching posts at a later date. Girls coming away from their homes in order to study at these Middle and Secondary schools will necessarily need hostel accommodation. The information secured from the States shows

that (a) many of the States have not fixed any target for the third Plan and (b) those who have done, have not been able to make sufficient progress. We would, therefore, strongly recommend that the construction of hostels should be included as one of the priority objectives in the Plans of the States and construction speeded up, and necessary financial assistance made available to the local authorities and voluntary organisations who would take up this work. The Committee considers that the recommendations made by the fourth Plan Working Group of the National Council for Women's Education namely 2,000 hostels at the elementary stage and 300 at the secondary stage, are the minimum requirements in this regard.

Social Education

19. Progress in education needs the cooperation of both the parents and the community. One way of assuring this is to undertake in a systematic manner the social education of women. The magnitude of illiteracy among women is colossal. It is further complicated by the social traditions, customs and conservatism. Social Education is an important agency in spreading awareness of education and also an eagerness on the part of the people to take advantage of the educational facilities.

20. Two important recommendations made by the National Committee on Women's Education in this connection need to be emphasised. The Committee recommended that (a) a determined effort should be made to increase the number of literacy classes for women as largely as possible, particularly in rural areas, and (b) intensive campaigns for the spread of literacy amongst women should be organised both in urban and rural areas on as large a scale as possible. This important task should be taken up by the State Education Departments. There is need to provide widespread publicity for the educational programmes undertaken both by the public and the State, particularly in rural areas. Seminars should be arranged and the several mass media of education like the radio, posters, pictures and audio-visual aids will have to be pressed into service. The National Committee on Women's Education also suggested the formation of well-equipped mobile missions operating from girls' schools in smaller towns in order to work intensively in rural areas, each mission covering 20 villages for about 3½ months. Such activities should be taken up and coordinated by the State Education Departments eliminating waste and overlapping. We strongly recommend that the Social Education activities contemplated by the State and various voluntary organisations should be continued more vigorously with greater coordination between the concerned departments.

CHAPTER VI

Summary of Recommendations

The Committee is convinced that it is only through a willing, educated and informed public that any progress can be made at all. Not only is the need urgent, but the ground is also ready for a comprehensive programme for mobilising public cooperation to promote girls' education and giving it constructive channels for expression. It is essential that official action and the programme based on public initiative must move forward in close harmony. There has to be a sense of partnership and shared responsibility between official and voluntary agencies. There is also the need for a systematic and sustained programme with an adequate organisation for mobilising community effort.

Public Cooperation

2. Direct cooperation of the public should be encouraged in the following fields:—

- (i) Establishing private schools;
- (ii) Putting up of school buildings;
- (iii) Contributing voluntary labour for construction of school buildings;
- (iv) Helping in the maintenance of school buildings;
- (v) Helping in providing suitable accommodation for teachers and students, particularly in the rural areas;
- (vi) Popularising co-education at the Primary stage;
- (vii) Creating public opinion in favour of the teaching profession and to give greater respect to the teacher in the community;
- (viii) Undertaking necessary propaganda to make the profession of teaching for women popular;
- (ix) Encouraging married women to take up at least part-time teaching in village schools and to work as school mothers;
- (x) Initiating action and participating in educative propaganda to break down traditional prejudices against girls' education;
- (xi) Setting up and organising school betterment committees, improvement conferences;
- (xii) Supplying mid-day meals;
- (xiii) Supplying uniforms to poor and needy children; and
- (xiv) Supplying free textbooks and writing materials to needy children.

3. The State Councils for Women's Education are the most suitable agencies for providing the organisation and leadership for mobilising community effort. They should function as a part of the network of which the District Councils at the district level, and the Mahila Mandals and similar voluntary bodies at the town and village levels would be strong and active links. These agencies should look upon mobilising of community effort and educating public opinion to promote girls' education as their main and primary responsibility. They should aim at building up in villages and towns teams of voluntary workers, men and women, who are willing to devote themselves to this cause and work actively for its promotion.

State's responsibility

4. The State should educate public opinion in favour of girls' education through:

- (i) School improvement conferences;
- (ii) Seminars;
- (iii) Radio talks, audio-visual aids and distribution of informative pamphlets and brochures;
- (iv) Enrolment drives, generally in June and special additional drives for girls' education during Dusshera; and
- (v) Assisting voluntary, welfare and other organisations, private individuals and associations engaged in the field of education of girls and women.

5. School Improvement Conferences should be arranged widely throughout the States and particularly in the less-advanced States in order to encourage people to contribute to educational awakening and advancement. Such Conferences create a healthy competition among the different parts of the State to view with each other in effecting improvement.

6. The State should continue to help in an abundant measure in providing necessary schooling facilities in all the areas and in all habitations, however small, so that the local population can make use of them. It should be the endeavour of the State to provide a Primary school in each habitation with a population of 300. However, in scattered, hilly or isolated areas, Primary schools should be provided where the population is even less than 300, so as to provide every habitation with a school within a mile; a Middle school in each habitation with a population of 1,500 and above, within a radius of 3 miles. The establishment of secondary schools should be planned in such a way as to cater to the needs of these Primary and Secondary school leavers. Generally there should be a Secondary school within a radius of 5 miles.

7. It is necessary that in rural areas particularly, Pre-Primary schools should be attached to Primary schools so that children get accustomed to schooling even at the tender age.

8. The existing functional deficiencies of schools should be remedied by replacing buildings which are totally inadequate to modern educational needs. There should be periodical inspection of school buildings and hostels so as to ensure their structural soundness and suitable sanitary facilities.

9. School work should be made more attractive and should present education in terms more acceptable to pupils.

10. The question of shortage of teachers is bound to remain for a long time and, therefore, concerted efforts have to be made to recruit as many women teachers as possible. Women are by general consent the best teachers for the Primary classes in all schools. It should be the aim of all States to appoint women teachers in Primary schools and a greater number of women teachers in mixed schools. A school staffed by women will inspire greater confidence in the parents and make them willing to send their children to mixed institutions.

11. The basis of recruitment of women teachers should be widened and their conditions of work should be made more attractive. Financial incentives like special allowances for hilly, isolated or any other specific backward

rural areas should be given to teachers. Each State may specify areas where such allowances would be available.

12. Attempts should be made to bring back to the teaching profession married women who have left it in recent years and to bring in women from other occupations to supplement the teaching staff.

13. Condensed courses should be organised on a larger scale for adult women, particularly, from rural areas so that they could take up teaching jobs in the villages.

14. In order to attract more women teachers the age-limit for the unmarried and married women teachers should be relaxed in the case of those working in village schools. The service conditions of such married women who do part-time teaching work should be made more attractive.

15. Women teachers, as far as possible, should be posted in or near their own villages.

16. The salary scales of all teachers should be improved and the teachers should be paid an economic wage, so that they may be retained in the profession. There should be improvement in the service conditions of teachers. Provision should also be made for retirement benefits.

17. Special drives should be organised to attract people in rural areas to the teaching profession as the best form of social service needed for the upliftment of the villages.

18. Training schools with hostels need to be located in the rural centres and near "difficult" areas where girls from the villages are trained and sent back to work in their own or neighbouring villages. This will help to bring forward teachers with local ties in these areas. The policy of locating the large majority of training schools in the towns should be reconsidered.

19. During selection of trainees for training schools and colleges, special preference should be given to women from rural areas seeking admission.

20. The training facilities available in each State should be of such a magnitude that the annual output of trained teachers would be equal to the demand for additional teachers.

21. The inspecting staff should be adequate and strong if improvement is to be secured and waste reduced. Such a staff can keep close touch with the local conditions and offer sound advice for economical and well directed improvement and development. A separate women inspectorate will help to bring in more girls to school.

22. It is only by providing women teachers with quarters near the schools that we can attract many educated women to the teaching profession. As far as possible, twin quarters should be built near the school premises, which would help the women teachers to live with social workers, the Gram sevikas and others and have company and social life. The recommendations made by the fourth Plan Working Group of the National Council for Women's Education regarding the requirements of teachers' quarters in the fourth Plan both for Elementary and Secondary teachers (50,000 quarters for elementary teachers and 10,000 quarters for Secondary teachers) should be seriously considered for implementation, and appropriate advance action initiated as early as possible.

23. The absence of hostel facilities as also the slow progress in the construction of those that have been undertaken, have affected the enrolment of girls, particularly in rural areas. The construction of hostels, therefore, should be included as one of the priority objectives in the Plans of the States and necessary financial assistance for the construction of hostels and maintenance stipends be made available more liberally to local authorities and voluntary organisations working in the field of education of girls and women.

24. Local bodies should be made responsible for the provision of school buildings, equipment, playing fields and the like and observance of the educational code in the State.

25. In the field of social education, a determined effort should be made to increase the number of literacy classes for women in rural areas and to carry out intensive campaigns for the spread of literacy amongst women. Activities in this field should be administered by the Education Departments of the State Governments.

26. A study of the conditions prevailing in the less advanced States and the conditions prevailing in some of the advanced States has convinced the Committee that the problem of enlisting public cooperation and increasing the enrolment of girls in schools, particularly in the rural areas, is one which needs to be tackled in a coordinated manner and from several angles. In the following paragraphs some general recommendations are made as applicable to most of the less advanced States followed by some specific recommendations regarding the individuals State:

General Recommendations

27. The Committee would like to emphasise the fact that in the States it visited both the officials and non-officials who came forward to explain the position showed a commendable eagerness to help. They were convinced that they have great difficulties particularly of finance. Because of the emergency there have been cuts specially in education. While they did not under-estimate the importance of education as providing the basis of all progress, they expressed a certain amount of helplessness in the absence of funds. The border States, Uttar Pradesh, for instance, have to spend much more on defence and allied aspects. The question of assistance to these six less advanced States is a matter which will have to be considered as of high priority. The Mid-Plan Appraisal of Schemes of General Education (1961—64) (Ministry of Education) points out that it is not lack of administrative or organisational machinery which would handicap the backward States in the achievement of higher pace of development but their difficulty arises from the paucity of resources. This has led the States not only to make short allocations from year to year, but also to make cuts in the third year of the Plan. The Mid-Plan Appraisal points out that "since backwardness is synonymous with paucity of resources relative to the needs, the backward States cannot be expected on their own to find the resources which they need to come up to the all-India level. The size of allocation is directly correlated with the level of achievement. It is, therefore, necessary that if the educationally backward States are to accelerate the pace of their development special assistance 'tied' to specific projects should be given to them". We note that the Conference of Education Ministers held in November, 1963 recommended that special programmes for girls' education should be taken up as Centrally Sponsored Schemes on the basis of hundred per cent grant outside the Plan ceilings.

28. Such Central assistance should be:—

(a) at the Elementary stage for :—

- (i) preparation and employment of women teachers;
- (ii) grant of free books, writing materials and clothing to girls; and
- (iii) twin quarters for women teachers.

(b) at the Secondary stage for:—

- (i) provision of separate schools for girls;
- (ii) hostels;
- (iii) grant of free books, writing materials and clothing to girls; and
- (iv) preparation and appointment of women teachers in increasing numbers.

29. The provision of suitable school buildings is one of considerable urgency. For this, either hundred per cent central assistance or long-term Central loans should be provided.

30. While hundred per cent Central assistance would be necessary for the above schemes and projects, it is of paramount importance that all States should find ways and means of providing funds in order to make education free for all girls up to the Secondary stage. Unless this incentive is given, it will be very difficult for the parents in their present economic circumstances to afford girls' education.

31. It is seen that the States who have not made reasonable provision of girls' education in their plans have also been the States, generally speaking, where progress of girls' education has not been appreciable. The Committee, therefore, feels that State Governments should make all reasonable provision for the advancement of girls' education and earmark such funds.

32. If resources that are available are limited and do not meet the full requirements, in such cases the concentration of activities should be in rural areas. The State Governments may explore possibilities of raising of local resources for the purpose of meeting the full requirements of the advancement of girls' education.

33. The States should also use the good offices of the State Councils for Women's Education and strengthen these Councils by providing for them a proper secretariat and suitable financial assistance to meet the expenses of T.A. and D.A. of the members so that the latter can be in constant touch with the workers in the field and provide them with necessary advice, guidance and encouragement.

34. Compulsory education act should be introduced in States where it does not exist. In addition, State Governments should provide sufficient incentives and carry on propaganda to attract all children to school.

35. While the curriculum can be the same for both boys and girls at the primary and middle stages, provision should be made for offering of electives comprising subjects which would be of special interest to girls and which would help them later in their fields of activity. The recommendations made

by the Committee of the National Council for Women's Education in the report "*Differentiation of Curricula for Boys and Girls*" should be carefully studied and action taken by the States to implement them as far as possible.

36. In schools that lack accommodation but have a rush of admission, the double shift system may be tried as a temporary measure.

37. Changing of school hours and school holidays to seasonal requirements has been found in some places to be a helpful concession to parents who would otherwise not be in a position to spare the children for attending classes. We are here reminded of the Hartog Committee's observations that the "permanent adjustment of school hours to hours of labour is a more doubtful device especially where it affects children below nine or ten years of age. Such an adjustment of school hours can only be regarded as a temporary measure, and this form of remedy should not be allowed to obscure the fundamental principle that the proper place for young children during the day is the school house. In any case, children should attend school before, and not after, they have been engaged in work". While these arguments are relevant, we feel that suitable change of hours of schooling will have to be considered in the backward and hilly areas where due to climatic, economic and other conditions, parents will not be in a position to send children to school while, in fact, they could be employed on the farms during the harvesting season, for instance or on some manual work in order to bring in some return to the family. We agree that the adjustment of school hours and school holidays to seasonal requirements cannot be a uniform feature or a permanent palliative, but till things improve and till the parents and guardians are educated so as to understand the need for proper schooling for their girls and boys, the adjustment of school hours would act as an healthy inducement.

38. The less advanced States of Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh have their peculiar problems and not all solutions, could be generally applied to solve their difficulties. This much, however, can be said that these States will have to make extra efforts and aim at additional enrolments in classes I—V and VI—VIII. At the secondary stage, the enrolment should be nearly double the present rate. This is necessary for ensuring that there is an adequate supply of women teachers

BIHAR

Specific Recommendations

39. Bihar has to concentrate efforts on the construction of women teachers' quarters particularly in the rural areas so that more women can take up the teaching jobs. In this State, the problem of the remuneration of teachers is equally important. The total financial allocation for elementary education will have to be increased in order to open additional schools and to appoint the necessary number of additional teachers.

40. As regards teacher training, the position in the State is satisfactory. There are 100 institutions with a provision of 20,000 seats. The main problems to be faced are—(a) certain backlog of untrained teachers; (b) provision of buildings to some of the existing institutions; and (c) a small expansion of training facilities in order to meet the faster pace of enrolment in the fourth and the fifth Plans.

JAMMU & KASHMIR

41. The problem in the State of Jammu & Kashmir is to increase enrolment at all levels. There are strong prejudices against the education of girls, particularly in the rural areas and special measures will have to be taken to combat these and to prepare women teachers. In order to overcome the difficulties of mountainous terrain, mobile girls' schools may be arranged for the nomadic tribes. In order to encourage public cooperation, the use of mass media of communication, organisation of seminars, setting up of village committees and Mahila Samajas may be considered.

42. The provision of seats in the teacher training institutions is not adequate. The existing institutions need also to be properly housed. A large-scale programme is needed in this State.

MADHYA PRADESH

43. Madhya Pradesh may consider strengthening the Women's Inspectorate.

44. In order to reduce the demand for additional school buildings, double shift system may be introduced. The State should take action to provide additional teachers during the remaining two years of the third Plan and make suitable number of women teachers available.

45. The State's original target was to have 81 per cent of trained teachers. The anticipated target is now 67 per cent. It is, therefore, necessary that the intake capacity of the training institutions should be raised. Advance action should be taken to expand facilities in the existing training institutions by adding more class-rooms, hostels, etc. In rural areas, there are not enough middle and higher secondary schools for girls. Advance action should be taken to start at least a sufficient number of middle schools for girls to cover every block which has not got a middle school and establish girls' higher secondary schools in places where no such school exists.

ORISSA

46. In Orissa it is necessary to ensure that unserved parts based on the Educational Survey are provided with a middle school and soon after with a high school.

47. Orissa should take steps to expand facilities at the middle and high school stages and for the training and recruitment of women teachers. On the assumption that double shift is introduced, the requirements for the fourth and fifth years of the Plan are estimated at 4,000 additional primary teachers. Steps are needed to be taken to improve standards by increasing the capacity of as many of these institutions as possible and by appointing trained graduates, providing libraries and laboratories and additional buildings for hostel accommodation, class-room etc. The facilities for post-graduate teacher training should be increased. Suitable advance action should be taken on these lines-

RAJASTHAN

48. In Rajasthan the additional enrolment particularly for girls has suffered because there has been an unprecedented increase of population in the decade 1951-61 by about 29·8 per cent. The State needs more women teachers to work in villages for accelerating the enrolment of girls in schools.

49. Regarding the training of elementary teachers, it is necessary that additional seats should be provided urgently by increasing the capacity of the training institutions. In the case of trained teachers in secondary schools, the intake capacity of the training colleges needs to be increased.

UTTAR PRADESH

50. In Uttar Pradesh according to the present estimates, there is likely to be some shortfall in additional enrolment of girls in the age-group 6—11 the anticipated achievement by 1965-66 being 19·61 lakh girls as against the original target of 21·50 lakh girls.

51. The State should open the targetted number of primary schools in rural areas during these two years of the Plan so as to provide a school within the walking distance of every child. The amount required for this purpose should be earmarked as for advance action.

52. The backlog of untrained teachers which was 11 per cent at the end of the second Plan, is estimated to be 25 per cent at the end of the third Plan. It is necessary that additional training facilities be provided by increasing the intake capacity of existing training institutions, opening additional training schools and adding teachers' training classes to selected schools.

53. Triple benefit scheme for teachers should be provided.

54. Regarding the position of teacher training in the country as a whole, it is relevant here to mention that the Second National Seminar on the Education of Elementary Teachers in India (October, 1963) stated that "the problem of teacher education is most acute in the States of Assam, West Bengal, Rajasthan, Madhya Pradesh and Jammu & Kashmir, all of which have a one-year course. These States will have to put in the most massive effort and they would also have to be adequately assisted by the Centre. Uttar Pradesh may also be included in this Group of States because of the huge size of the problem involved. The other States need comparatively lesser effort but in every State the problem is fairly intense and will need a much greater effort on the part of the State Government than in the past and much larger share of assistance from the Centre."

CHAPTER VII

Conclusion

"We are definitely of opinion that in the interest of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion".

(Hartog Committee Report)

The increase in the number of girls at school and increase in the total expenditure on education during the past ten to fifteen years prove the fact that the interest in education is "practical" and that the country is now prepared for an increased effort in the cause of education.

2. Till recently, education was treated "statistically" as one of the "burdens that the State lays on its back for the benefit of its citizens". Now, education is considered as a "nation-building investment".

3. There are unmistakable signs of a new educational awakening. There is a growing desire on the part of women themselves for education.

4. There has also been a slow but steady break down of the obstacles that held up the spread of girls' education. Rural areas are no longer isolated and do not suffer from the difficulties imposed by distance on the expansion of education. The age of marriage for girls has gradually risen. The prejudices against girls' education are not as strong as they were even a decade ago. Only apathy and a certain indifference still persist.

5. The attempt at quantitative expansion and improvement of quality will increase the strain on the financial resources of the country. There have been, because of emergency and other causes, limitations on the resources which the State can provide for educational development. Ways and means need to be urgently devised of supplementing governmental effort in education by private and community enterprise of the people themselves. With this in mind, the Committee has made suitable suggestions.

(Sd)-

June, 1964.

1. M. Bhaktavatsalam

(Chairman)

2. Grace Tucker

3. K. K. Barua

4. I. L. Sinha

5. Radha Kakkar

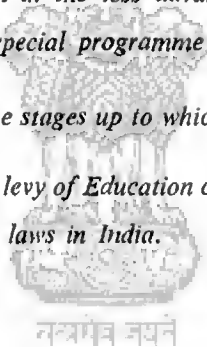
6. Raja Roy Singh

7. S. Nagappa

(Member Secretary)

APPENDICES

1. *Note on shortfalls in the enrolment of girls.*
2. *Targets for the third Plan and achievement in :*
 - (a) *School buildings, teachers' quarters and hostels.*
 - (b) *Teacher training institutions for girls.*
 - (c) *Minimum training qualifications for teachers.*
 - (d) *Separate schools for girls.*
- 3—5. *Additional targets and achievements of enrolment.*
- 6—8. *Enrolment in 1960-61 and estimated in 1965-66.*
9. (a) *Primary education in the less advanced States.*
 (b) *Middle stage education in the less advanced States.*
 (c) *Secondary education in the less advanced States.*
10. *Provisions made for special programme schemes (States/Union Territories).*
11. *Statement regarding the stages up to which girls' education is free in the States/ Administrations.*
12. *The position regarding levy of Education cess.*
13. *Compulsory education laws in India.*



APPENDIX 1

(Committee to look into the causes for lack of public support for girls education and for enlisting public cooperation).

(Shortfall in the enrolment of girls at various stages of education; reasons and suggestions made by State Governments and Union Territories.)

1. Andhra Pradesh

Shortfall

Nil

Suggestions

Reference on the importance of women's education in the public meetings by various prominent national leaders will go a long way in educating the public opinion about the importance of Women's Education. The Chairman of the State Council for Women's Education has already sent individual letters to all the Ministers requesting them to emphasise the importance of women's education in their speeches in all public meetings. Further, an appeal may be sent to Journalists' Association to avoid yellow journalism since this is affecting the expansion of women's education adversely.

2. Assam

Shortfall

Nil

Suggestions

While indifference of the parents and the economic factors are to some extent responsible for poorer enrolment of girl students in schools, these by themselves cannot be considered as the principal factors. In the first year of the third Plan an intensive and extensive enrolment drive was launched and special emphasis was laid on bringing more girls to schools. It had a very encouraging response but provision of additional class-rooms and additional teachers did not keep pace with increased enrolment. Provision in the annual plan did not permit any substantial programme for giving subsidies to the managing committees for construction of additional class-rooms. The number of additional teachers that could be appointed during the last two years fell far short of the actual requirement. The position during the current year is even worse.

Women are gradually coming up in larger numbers for teaching posts in Primary Schools. But because of their poor initial academic qualification, it has been not possible to appoint them straight-away without putting them through a training course. Existing training facilities are very limited, specially in consideration of the fact that only 39% of the primary school teachers in the State are trained.

Provision of more funds for additional teachers, additional class-rooms and additional training facilities coupled with an intensive enrolment drive will result in necessary improvement in the enrolment of girls.

3. Bihar

*Shortfall**Yes**Reasons*

One of the reasons, and perhaps the most important, for shortfalls is that during 1961-62, in spite of all the 8,000 teacher-units for primary classes and, similarly, of the 1,600 teacher-units for the middle classes having been sanctioned, the utilisation of these units did not take place in time, that approximately 45% to 50% of the total units remained unutilised during that year, that is, 1961-62. That is one of the principal reasons why enrolment during 1961-62 did not reach its target for that year. It is true that these teacher-units were subsequently made use of during 1962-63, during which in spite of only 1,778 units for the primary classes and 200 teacher-units for middle classes having been sanctioned, the anticipated enrolment based on figures of returns still under processing has been placed at 1.02 lakhs in the primary classes. Other general reasons for non-enrolment are as follows:

- (i) Conservatism of parents in sending their daughters to school;
- (ii) Lack of appreciation of importance of girls education;
- (iii) General poverty among the educationally backward classes;
- (iv) Lack of qualified women teachers in rural areas; and
- (v) Non-existence of girls' schools accessible to every village.

4. Gujarat

Shortfall

5. Jammu & Kashmir

Shortfall

6. Kerala

*Shortfall**Not much.**Remarks*

Kerala is more advanced than other States in India in the matter of girls' education. There is no wide gap in the enrolment of boys and girls as it exists in some other parts of the country. There may be a small gap and that is expected to disappear gradually.

7. Madhya Pradesh

*Shortfall**Nil**Remarks*

There is no shortfall in targets for the first two years of the Plan. But it is not possible to achieve the target fixed for 1963-64 due to meagre provision in the budget. Efforts are being made to secure more assistance from the Government of India.

8. Madras

*Shortfall**Nil*

9. Maharashtra

Remarks

In this State, of the estimated population of women of 1.94 crores in 1961-62, 13.13% girls were in educational institutions. This percentage was

the highest in the areas of the Bombay Region, where 17·79% of the population was in educational institutions and the lowest in Marathwada where 4·99 of the female population was in educational institutions. The corresponding percentage for Vidarbha Region was 8·80. Marathwada Region in this State is backward so far as education of girls is concerned. The barriers of social customs, traditions etc. in the way of girls' education in this region are, however, breaking down gradually and the parent's opinion is being formed in favour of girls' education. Even the Board for Women's Education has proposed to hold a seminar for the lady Social Education Organisers in the Marathwada Region of this State in order to instruct them to create favourable atmosphere for the expansion of girls' education.

10. **Mysore**

Shortfall

Nil

11. **Nagaland**

Shortfall

Nil

12. **Orissa**

Shortfall

Yes

Reasons

The shortfall in the Primary (6—11) age-group has been greater than that in the middle and secondary age-groups. The reasons for the shortfall are:

(1) The enrolment in the primary age-group during the years 1956-57 to 1960-61 has steadily increased as would be seen in the following table:

Year	Additional increment	
	Boys	Girls
1956-57	0·27	0·12
1957-58	0·23	0·13
1958-59	1·14	0·26
1959-60	1·16	0·67
1960-61	2·80	1·57
1961-62	0·37	0·18

In 1959-60 there has been a phenomenal increase from 0·26 lakhs to 0·67 lakhs and in 1960-61, the additional enrolment went up to 1·57 lakhs. But in 1961-62 there was a sudden drop to 18,000. This is probably due to the fact that the Enrolment Drive was introduced in 1959-60 and was vigorously carried out in 1960-61. So a large number of girls who had been out of school were enrolled during these two years. Since these Enrolment Drives have been very successful, the girls in the age-group 6—11 who were out of school were very few in number. Hence in subsequent years, the additional enrolment figure dropped to 0·18 lakhs. Taking into consideration the phenomenal increase in the years 1959-60 and 1960-61, the targets had been fixed. Therefore, there has been an unexpected shortfall in the figures of enrolment.

(2) The enrolment figures of girls in the primary schools are low due to other important reasons.

(i) *Lack of Women Teachers*—Though teachers' quarters have been provided, they are not being constructed in suitable places. Hence

the women teachers do not find these quarters convenient as they are situated in lonely and unprotected places.

(ii) Conservatism of parents in sending their daughters to schools particularly after Class III.

In educationally backward areas particularly girls attend school in large numbers in the L.P. classes. From class IV the drop out is very heavy because the parents are not willing to send their girls to co-educational U.P. Schools. The enrolment in classes IV & V will go up rapidly if separate institutions are provided for girls at the U.P. stage in the educationally backward areas like the Districts of Kalahandi, Bolangir, Phulbani, Koraput, Sundargarh, Dhenkanal, Keonjhar etc.

(3) In Orissa, in the Middle and Secondary stages, the Girls' Schools are financed always by Government. There are very few private schools which are financed entirely by private bodies. The expansion of girls' schools, therefore, depends on the financial resources of the Government which is limited. The number of schools to be opened each year for girls in the Middle and Secondary stages is therefore, restricted to a limited number. This affects the enrolment of girls in these stages very closely. Unless the targets for opening of more Girls' M.E. and High Schools are raised, the enrolment target cannot be reached.

(4) In rural areas 2 class M.E. schools have been opened for girls. This entails transferring girls from U.P. schools to Girls' M.E. schools. If 4 class M.E. schools are started in rural areas, the dropping of girls from classes IV & V in the co-educational primary school can be prevented as the girls can continue their study in the same school from classes IV to VII and later get admitted in Girls' High Schools. 4 class M.E. schools for girls would ensure an un-interrupted schooling for girls in rural areas. It will also encourage more girls to continue in school and complete their middle school education. This will have indirect effect on the enrolment in High Schools since increase in the enrolment figure in M.E. schools will automatically increase the enrolment figure in High School.

(5) Enrolment Drives have been a very effective factor in increasing the enrolment. This scheme has been dropped due to emergency. This may prevent intensive enrolment drive programmes and result in a drop in enrolment figures.

(6) Training of women teachers will have to be emphasised in order to recruit women teachers in large numbers not only for Girls' schools but also for co-educational schools where girls are studying in large numbers. Elementary Training and Secondary Training Schools for women if started in each district will help in recruiting sufficient number of women teachers to man the boys' schools where girls are studying in large numbers as well as help in starting more girls' schools throughout the State.

(7) The scheme for providing rural allowance to teachers in Secondary schools, hostels, transport facilities and maintenance stipends to pupils if extended to include an extensive area, will help to raise the enrolment figures more rapidly.

(8) In order to create public opinion and in order to win the support of the parents in favour of girls' education, it is important to take vigorous steps for the social education of adult men and women so that the shackles

of custom and conservatism of men and women may be removed and they may approach this problem of girls' education in a more enlightened manner. The girls school may help by becoming community centres for imparting social education to adult women of the community. Due to lack of women personnel this programme is suffering very seriously. Social education can be carried on by the staff of the Girls' schools with the help of the Mahila samitis through the Education Departments.

13. Punjab

Shortfall

Nil

14. Rajasthan

Shortfall

Yes

Reasons

Shortfall is partly due to the conservatism and partly due to economic value of the girls in some strata of the society.

15. Uttar Pradesh

Shortfall

Nil

Remarks

During 1961-62 two intensive Enrolment Drives were organised. These yielded very valuable results. As many as 3 lakhs additional girls were enrolled in the age-group 6—11 against a target of 2·11 lakhs. What is really significant is the fact that more than 2 lacs of these additional girls were enrolled in mixed schools in the rural areas. This indicates that the mixed school is being accepted by people in the rural areas and they are willing to send their girls to these schools alongwith boys. This is a very happy sign indeed and promises well for the solution of girls' education in the rural areas. It would also solve to a great extent the problem of shortage of women teachers in the rural areas. The policy of the Government is to encourage co-education at the primary stage (classes I-V). In classes VI onwards there are separate schools for boys and girls.

Special schemes for girls education such as Village Allowance to women teachers serving in the rural and backward areas (Rs. 15/- per month for trained and Rs. 10/ per month for untrained), Women Teachers Quarters, Sanitary Blocks in mixed schools, appointment of School Mothers—all these have contributed in creating greater interest in girls education on the part of parents and teachers. For the success of the programme of girls' education, these programmes have to be kept up and intensive Enrolment Drives organised, specially for enrolment of girls and children in the backward areas. The public has responded enthusiastically to the expansion of Primary Education. Their interest has, however, to be kept up providing adequate number of teachers to cope with the increased enrolment.

16. West Bengal

Shortfall

Yes (at all stages)

Reasons

The shortfall in the State has to be explained differently in different areas.

(a) In progressive and urban areas, it is mainly the lack of facilities. For example, in areas like Calcutta, 24 Parganas, Howrah and Hooghly, establishment of more schools would automatically lead to a much larger enrolment at all stages. This has not been possible so far for lack of funds.

(b) In interior rural areas, the economic reasons are more important. Parents of very low income group find it extremely difficult to send both boys and girls to school. If some arrangements can be made, it is generally made for the boys, they would be supporters of the family. Girls' education is not considered to be so important and as it is also true that the sending of the girl children to the school deprives the mothers of essential helping hands, the proposal cannot find favour in the home. Conservatism in certain families, is also a reason. It may be possible to increase the enrolment in the rural areas by :

- (i) Appointing more women teachers and at least school-mothers in addition to the existing male teachers, where women teachers may not be immediately available ;
- (ii) Provision of staff quarters for women teachers in order to make it possible for them to accept appointments in rural areas;
- (iii) To provide special rural allowance for women teachers who have special training for work in villages;
- (iv) Provision of attendance, scholarships, school meals and school uniform for girls in very backward areas as well as free books and slates, so that the education of girls may not cost much to the parents; and
- (v) Establishment of more schools in the rural areas with proper facilities for girls in order to enable them to attend the same in the form of hostels, conveyance arrangements, etc.

Shortfall during 1961-62 is the lowest at the middle stage where it has been possible for the State Government to introduce free tuition for girls reading in classes V—VIII in the rural areas.

(c) Co-education has been more or less accepted on principle by the general mass in West Bengal. If there is any demand anywhere for a separate girls' school, this should, however, be set up if funds are available. Suitable sanitary arrangements separately for girls is a condition of affiliation in co-educational institutions at all stages and is not a problem in West Bengal. An intensive enrolment drive would surely help provided adequate schooling facilities already exist in the area.

17. Delhi

Shortfall 2,32,600

Reasons

There is, however, a glaring disparity in the enrolment figures of boys and girls as is apparent from the following statistics:

Classes	Boys	Girls	% of girls over boys
I to V	2,05,976	1,50,424	73%
VI to VIII	95,056	43,944	46%
IX to XI	53,817	23,295	43%

In the urban area of Delhi the enrolment of girls is almost at par with that of boys up to middle stage. At the Higher Secondary level, however, there is considerable drop-out mainly to parents' attitude of preference in spending on education of their sons.

In the rural area the enrolment is comparatively less due to several reasons some of these are:

- (a) Location of Secondary/Higher Secondary Schools in far off villages and lack of proper means of transport;
- (b) Parents' apathy towards the education of their daughters;
- (c) The girls are required to help in the kitchen and to look after their younger brothers/sisters while the parents are away in the fields; and
- (d) Economic reasons.

18. Himachal Pradesh

Shortfall

Yes (at primary and middle stage)

Reasons

(i) People of the Pradesh are not so enthusiastic about girls' education as they are for boys.

(ii) In rural areas parents cannot afford to spend on their daughters' education. They cannot spare them to go to school, as they look after their younger borthers and sisters at home and help their parents in cattle grazing.

(iii) *Non-availability of Lady teachers*—There is a great shortage of women teachers particularly in rural and backward areas. One of the main reasons for such shortage is that women from urban areas are not willing to stay in rural areas, because they do not get suitable accommodation and other facilities there.

(iv) There are no hostels attached to middle and high/higher secondary schools and it is not possible for girls from rural areas to travel long distance daily to reach school for secondary education.

19. L. M. A. Islands

Shortfall

Yes

Reasons

It is because of conservatism of parents in sending daughters to schools.

20. Manipur

Shortfall

Nil

21. Pondicherry

Shortfall

Nil

Remarks

In the first two years of the third Five-Year Plan, the number of girl students additionally enrolled was higher than what was targetted. This achievement was due to the enrolment drive conducted in 1961-62.

Due to paucity of funds, the additional number of teachers required to cope up with the increased enrolment of students could not be appointed. Additional accommodation and equipment could not also be provided. Schools and classes are over-crowded and congested and teachers are experiencing considerable hardship in their work. Consequently, it is feared that students' efficiency and instruction will deteriorate. If more funds are made available, it is quite possible to improve the enrolment of girls still further.

Special programme for girls' education is being implemented satisfactorily and this is having a salutary effect both on enrolment and attendance of girls.



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APPENDIX 2(a)

Target for the Third Plan and achievements of (i) school buildings, (ii) teachers quarters and (iii) hostels

States/Union Territories	Targets			Achievements		Targets	REMARKS
	1961-66	1961-62	1962-63	1961-62	1962-63	1963-64	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Andhra Pradesh</i>							
S.B.							
T.Q.							
H.							Details awaited
<i>Assam</i>							
S.B.	nil	nil	nil	nil	nil	nil	
T.Q.	nil	nil	nil	nil	nil	nil	
H.	1,875	—	—	265	242	—	
<i>Bihar</i>							
S.B.	*12,000	600	—	—	2,443	—	*Includes 12,000
T.Q.	2,150	430	190	420	180	56	class-rooms and
H.	40	—	13	—	12†	—	50 retiring rooms
							†Construction of 3 units of hostels has also been taken up.
<i>Gujarat</i>							
S.B.	No separate school buildings for girls are being constructed.						
T.Q.	399	—	—	—	—	22 (addl.)	
H.	37	—	—	5	3	4 (addl.)	
<i>Jammu & Kashmir</i>							
S.B.							
T.Q.							
H.							Not available
<i>Kerala</i>							
S.B.*	1,354	206	175	477	426	250	*Not fixed for
T.Q.	500	100	80	13	17	35	Upper Primary
H.	—	—	—	—	—	—	and High Schools
							—Physical targets include buildings for boys also.
<i>Madhya Pradesh</i>							
S.B.	No separate targets fixed for girls' education.						
T.Q.	300	300	—	300	—	—	
H.	24	9	—	9	—	—	
<i>Madras</i>							
S.B.	No separate target for girls alone.			26	36	45	
T.Q.	—	204	349	—	—	375*	*As on 1-9-63, 74 quarters constructed and 127 nearing completion.
H.	—	8	16	—	—	9†	†As on 1-9-63, 2 hostels were constructed.

APPENDIX 2(a)—contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Maharashtra							
S.B.		No scheme for separate schools for girls.					
T.Q.	281	Grants for 1958-59 and 1960-61 are to be utilised.					
H.		The scheme not implemented for want of funds.					
Mysore							
S.B.		Not available.					
T.Q.	—	—	—	—	—	—	
H.	3	—	—	—	—	—	
Nagaland							
S.B.	—	4	5	41	5	18	} For both boys and girls.
T.Q.	—	9	1	9	1	5	
H.	—	2	2	2	2	2	
Orissa							
S.B.	226	29	39	31	53	54	*Does not include targets for teachers quarters for Middle and Secondary stages as the same has not been fixed.
T.Q.	606*	80	100	53	181	109	
H.	168	10	34	15	34	19	
Punjab							
S.B.	123	25	6	—	—	—	*Scheme dropped due to national emergency.
T.Q.	200*	40	24	33	—	—	
H.	38	10	8@	6	4	8	
Rajasthan							
S.B.		Not fixed		2,484	2,096	135*	@Dropped due to National Emergency. Includes buildings of Primary, Middle and High Schools for both boys and girls.
T.Q.	1,000	—	—	200	200	160	
H.	5	—	—	—	—	—	
Uttar Pradesh							
S.B.	7,905	—	—	2,611	1,291	561	
T.Q.	6,000	2,470 (up to 1962-63)	—	—	2,740 (upto 1962-63)	460	
H.	79	—	—	—	6	6	
West Bengal							
S.B.		Not available					628
T.Q.							14
H.							2
Administrations							
A & N Islands							
S.B.		No separate targets fixed for girls education.					
T.Q.		No separate targets fixed for construction of quarters for female teachers.					
H.	2	1	1	1	1	—	
Delhi							
S.B.	85*	—	—	32 constructed up to November, 1963	—	18	*Both for boys and girls.
T.Q.	20@	—	—	—	—	20	@Both for boys and girls.
H.	2	—	—	—	—	—	These will be provided during 1964-65.

APPENDIX 2 (a)—concl'd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Himachal Pradesh</i>							
S.B.	7	—	—	—	2	—	—
T.Q.	100	—	—	18	18	—	—
H.	3	—	—	—	—	—	—
<i>L.M. & A Islands</i>							
S.B.	9	—	—	2	—	6	—
T.Q.	33	—	—	5	1	8	—
H.	2	—	—	—	1	1	—
<i>Manipur</i>							
S.B.	2	—	—	—	2	—	—
T.Q.	—	—	—	—	—	—	—
H.	—	—	—	—	—	—	—
<i>N.E.F.A.</i>							
S.B.	Not given				—	—	—
T.Q.	101	—	—	29	51	36	—
H.	—	—	—	—	—	—	—
<i>Pondicherry</i>							
S.B.	1	—	—	—	—	—	—
T.Q.	50	—	—	2	8	10	—
H.	1	—	—	—	—	—	—
<i>Tripura</i>							
S.B.	}	There is no programme of construction.					
T.Q.							
H.							
TOTAL							
S.B.	2,1772	864	225	5,637	6,386	1,715	—
T.Q.	1,1740	1,183	3,114	1,082	3,397	1,310	—
H.	2,279	40	74	304	306	51	—

Note : In the case of some States separate figures for girls are not available; some have not fixed separate targets.)

APPENDIX 2(b)

Teacher Training Institutions for Girls

States/Union Territories	Targets	Achievement during		Targets for
	1961-66	1961-62	1962-63	1963-64
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	No separate targets fixed for women training schools, women desiring to undergo training are studying in teacher training institutions.			
Assam	1,000	—	400	—
Bihar	Not fixed	21 during 1961-64		
Gujarat	No targets fixed.	19 (position)	32 (position)	24 (position)
Jammu & Kashmir	—	Nil	—	—
Kerala	No separate targets fixed for opening new institutions. The intention was to improve the existing 80 institutions out of which 12 are for women. The remaining are mixed schools.			25
Madhya Pradesh	—	9	11 (B.T.I.'s converted into women B.T.I.'s.)	
Madras	No targets for girls alone. (During 1961-62 and 1962-63, 27 sections have been opened for women).			
Maharashtra	No separate scheme for women teachers. Generally Institutes are coeducational.			
		2*	2*	3*
		(*S.T.C. institutes allowed to be opened for women candidates).		
Mysore	No separate institutions contemplated under plan scheme exclusively for girls. But 40% of the seats are reserved in the T.T. institutions sanctioned in 1961-62.			
Nagaland	No separate teachers training institutions for girls established during 1961-62 and 1962-63.			
Orissa	13	—	2	2
Punjab	202 (Elementary) 1 (Secondary)	17 1	167 —	— —
Rajasthan	—	1	—	5
Uttar Pradesh	9	—	5	1
West Bengal	116	20 includes 11 co-educational)	22 (includes 13 co-educational)	—
Andaman & Nicobar Islands.	No separate teacher training institutions.			
Delhi	— Nil —			
Himachal Pradesh	— Nil —			
L.M. & A. Islands	No teacher training institutions.			

APPENDIX 2(b)—*contd.*

States/Union Territories	Targets		Achievement during		Targets for
	1961-66		1961-62	1962-63	1963-64
(1)	(2)		(3)	(4)	(5)
Manipur	..	No separate teachers training institutions for girls.			
N.E.F.A.	..	Nil			
Pondicherry	..	No separate teachers training institutions for girls envisaged during third Plan. Both the training schools in the State are mixed and admit men and women students.			
Tripura	..	No scheme for starting teachers training institutions specially for girls during third Plan. Existing Basic Training Colleges of the Territory provide facilities for training of women teachers.			
TOTAL	..	1,331	69	652	60

Note : In most of the States, training institutions are co-educational and no separate teacher training institutions have been envisaged. The break-up of training institutions for elementary and secondary stages is not available.



APPENDIX 2(c)

Minimum Training Qualifications required of teachers for Primary and Secondary Schools

Name of State/ Union Territory	Primary	Secondary
Andhra Pradesh	8th class for Sr. Elementary grade or Junior Basic Trg. course.	S.S.L.C./Matriculate/eligibility to study in university course for Sec. grade or Sr. Basic grade course.
Assam	<i>Primary</i> Jr. Trg. Guru Trg. <i>Middle</i> Sr. Trg. Sr. Women Teacher training, Normal Trg.	Teaching Diploma for Under Graduate, B.T. for Graduate Teachers.
Bihar	Primary & Middle Certificate in Training (two years course)	Diploma in Education (one year course).
Gujarat	Primary Teachers' Training Certificate.	B.T., B.Ed., T.B.S.T.C. Diploma in Education. D.P. Ed., D.M. and such other qualification.
Jammu & Kashmir	Matric, Higher Secondary with B.Ed.	B.A./B.Ed.,
Kerala	S.S.L.C. with T.T.C.	B.A./B.Ed ^a
Madhya Pradesh	Basic Training	B.Ed.
Madras	Higher Elementary (including J.B.) & Secondary (Including Sr. Basic)	B.T.
Maharashtra	Jr. P.T.C. Examination after 2 years service by P.S.C. and after one year service by S.S.C. Candidates.	Graduate Teachers for students VIII to X/XI Under Graduate for V to VIII. Trg. qualifications for graduate B.T. or S.T.C. and for Under Graduates S.T.C./T.D.
Mysore	Primary and Secondary Schools, T.C.H. for S.S.L.C. qualified teachers and T.C.L. for non. S.S.L.C.	
Nagaland	No minimum training qualification required for the teachers for Primary and Secondary Schools.	
Orissa	M.E. Pass Elementary Training.	Matric C.T.
Punjab	(i) J.B.T. (ii) Hindi Teachers (iii) Punjabi Teachers (iv) Masters/Mistress (v) General Science Master.	J.B.T. O.T. Prabhakar O.T. Giani B.T./B.Ed. D.G.Sc.
Rajasthan	2 years training course for Middle pass ladies and one year training for Matriculate Lady Teachers	One year training course for Graduate/Post-Graduate for Secondary Schools
Uttar Pradesh	High School with J.T.C.	Graduate with B.T./B.Ed. L.T.

APPENDIX 2(c)—*contd.*

Name of State/ Union Territory	Primary	Secondary
West Bengal	Matric Primary Trained Non-Matric Primary Trained.	—
A & N Islands	J.B.T.	B.T./B.Ed./L.T.
Delhi	J.B./J.A.V. Basic	B.T./L.T./B.Ed./M.Ed., B.Ed. Basic.
Himachal Pradesh	Matric Jr. Basic	Graduate with B.T./B.Ed.
L.M. & A. Islands	(I-VIII) S.S.L.C./Matric with Secondary T.T.C. or S.L.T.T.C. with Malayalam.	(VIII-X) Degree in Arts, Science or Commerce with B.T./B.Ed. or its equivalent and knowledge of Malayalam.
Manipur	Class VIII	Matriculation or Degree.
N.E.F.A.	High School with Basic Normal Training.	Graduate with B.T./B.Ed. L.T. or Post-Graduate Training in Basic Education.
Pondicherry	Secondary Grade Training for teachers of Primary and Secondary Schools.	
Tripura	J.B.T.T. (Under-graduate)	S.B.T.T. (Post-graduate)

Note : Minimum Training qualifications required for :

- (a) Primary Teachers : Matric/Higher Secondary with J.B./J.A.B./J.T.C.
(b) Secondary teachers : Graduate or Post-graduate with B.T. /B.Ed./L.T.
M.Ed.

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APPENDIX 2(d)

Number of existing Separate Girls Schools and Proposed during the Remaining Years of the Plan

Name of State/ Union Territory	Existing up to 1962-63		Proposed		
			1963-64	1964-65	1965-66
(1)	(2)		(3)	(4)	(5)
Andhra Pradesh	Primary N.A. Middle 116 Secondary 175		No separate targets for girls but preference is being given to open girls schools.		
Assam	There is no scheme to take over Primary, Middle and Secondary Schools from the funds available for Special Women Programme.				
Bihar	Primary 4572 Middle 358 Secondary 105		500 50 10	500 50 10	428 42 10
Gujarat	Primary 992 Middle — Secondary 116		8* — 7*	5* — 7*	105* (Projected) 10*
Jammu & Kashmir	891		(Not available)		
Kerala	Primary 34 Middle 42 Secondary 240 Spl. Schools 19		During 1961-62 and 1962-63, 9 and 13 Secondary Schools were bifurcated respectively. During 1963 similar process has been introduced.		
Madhya Pradesh	No separate targets fixed for girls education.				
Madras	Elementary schools. All Elementary schools are co-educational and separate girls schools for girls alone are not provided. Secondary Schools. Co-education exists at the Secondary stage also; but separate schools are provided for girls wherever possible. At present there are 306 Secondary Schools for girls.				
Maharashtra	Primary 954 Middle 581 Secondary 256		No School for third Plan.		
Mysore	Lower Primary 746 Senior Primary 592 Basic Primary 166 High School 139		Year-wise figures not given.		
Nagaland	All schools are co-educational.				
Orissa	High School 60 Middle 203 Primary 52		— — —	15 53 —	15 60 —
Punjab	Primary 356 Middle 407 Secondary 378		1* 79 nil	— 65 40	— 75* 40*
			*(co-educational schools)		
Rajasthan	Primary Not fixed as there is co-education in Rajasthan. Middle 32 Secondary 10		18 3 —	— — —	— — —

APPENDIX 2(d)—*contd.*

Name of State/ Union Territory		Existing up to 1962-63	Proposed		
			1963-64	1964-65	1965-66
(1)	(2)		(3)	(4)	(5)
Uttar Pradesh	Primary	7,507	1,070	1,100	1,150
	Middle	710	56	45	45
	Secondary	333	8	14	15
West Bengal	Primary	977 upto	No separate targets fixed.		
	Middle	439 1961-62			
	Secondary	459			
A & N Islands	Primary	nil	No separate targets have been fixed for opening separate schools for girls.		
	Middle	nil			
	Secondary	1			
Delhi	Hr. Sec. Schools	129 (upto 1-8-63)	Targets not fixed.		
Himachal Pradesh	Primary	8 } upto	—	—	— } up to
	Middle	11 } 1963	—	—	9 } 1965-66
	Secondary	10 } 64	—	—	2 }
L.M. & A. Islands	Primary	8	—	—	—
	Middle	4	—	4	—
	Secondary	—	—	—	—
Manipur	There is no such proposal.				
N.E.F.A.	—	Nil	4	—	—
Pondicherry	Primary	11	No separate girls schools during the remaining period of the third Plan.		
	Middle	22			
	Secondary	8			
Tripura	Jr. High School	2	No separate girls schools during the remaining period of the third Plan.		
	S.B. School	1			
	H.S.S.	8			
TOTAL	Primary	16219	1079	1105	1255
	Middle	3684	153	102	189
	Hr. Sec.	2427	18	76	82
	Spl. Schools	19			

(These totals do not include 891 for Jammu & Kashmir and 4 for N.E.F.A. for which break up is not available).

Note : (In some States, no separate targets have been fixed for opening separate schools for girls : in some the schools are co-educational).

APPENDIX—3

*Additional Targets and Achievements of Enrolment of the
Age-group 6—11 (Class I to V)*

(Figures in lakhs).

State/Administrations	1961-66 Target		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Andhra Pradesh	16.00	8.10	3.82	2.10	1.70	0.85	3.30	1.65	8.82	4.60
Assam*	4.40	2.20	0.95	0.49	0.42	0.14	0.98	1.20	2.35	2.83
Bihar	16.16	10.63	1.78	0.65	2.23	1.02	3.50	1.85	7.51	3.52
Gujarat	6.50	2.50	2.56	1.05	2.40	0.99	1.12	0.46	6.08	2.50
Jammu & Kashmir	1.05	0.35	0.25	0.07	0.25	0.08	0.18	0.07	0.68	0.22
Kerala	3.17	1.37	0.90	0.43	0.98	0.47	1.64	0.82	3.52	1.72
Madhya Pradesh	10.00	6.00	2.88	0.65	1.75	0.65	0.19	0.07	4.82	1.37
Madras	14.00	9.76	3.80	1.50	5.00	1.60	3.00	1.20	11.80	4.30
Maharashtra	12.49	7.00	2.69	1.08	2.23	1.20	2.64	1.22	7.56	3.50
Mysore	10.00	7.56	3.83	1.99	2.00	1.00	2.00	1.00	7.83	0.99
Orissa	7.07	4.01	0.61	0.55	1.75	0.70	1.60	0.75	3.96	2.00
Punjab	12.49	7.22	4.11	1.81	2.00	1.09	2.01	1.09	8.1	3.99
Rajasthan	9.86	3.95	1.40	0.27	1.46	0.33	2.33	1.12	5.0	1.72
Uttar Pradesh	20.07	13.07	7.06	3.01	4.01	1.81	3.98	1.62	15.05	6.44
West Bengal	11.50	8.66	2.34	0.75	2.24	1.07	1.92	2.92	6.50	4.74
TOTAL (States).	160.76	92.38	33.98	16.40	30.42	13.00	30.39	16.40	99.79	45.44

Administrations:

A & N Islands	0.06	0.020	0.026	0.008	0.004	0.002	0.004	0.002	0.340	0.12
Delhi	..	..	1.13	0.590	0.460	0.200	0.380	0.140	0.420	0.160	1.260	0.500
Himachal Pradesh	..	..	0.53	0.330	0.110	0.020	0.140	0.090	0.070	0.060	0.320	0.170
L. M. & A. Islands	..	..	0.05	0.022	0.037	0.015	0.002	0.001	0.003	0.001	0.042	0.017
Manipur	..	..	0.30	0.150	0.069	0.054	0.007	0.002	0.006	0.003	0.082	0.059
Nagaland	..	..	0.26	0.080	0.025	0.006	0.020	0.005	0.021	0.005	0.066	0.016
N.E.F.A.	..	..	0.10	0.006	0.020	0.005	0.014	0.002	0.016	0.002	0.050	0.009
Pondicherry	..	..	0.15	0.085	0.070	0.032	0.023	0.008	0.200	0.012	0.293	0.052
Tripura	..	..	0.50	0.200	0.123	0.047	0.095	0.039	0.094	0.038	0.212	0.0124
Total (Administrations)	..	..	3.08	1.48	0.94	0.39	0.69	0.29	0.83	0.28	2.46	0.96
GRAND TOTAL	..	..	163.84	93.86	39.92	16.79	31.11	13.29	31.22	16.32	102.25	46.40
* Assam (Revised figures)	..	..	4.46	2.20	0.95	0.45	0.79	0.34	0.95	0.36	2.64	1.15

APPENDIX 3—Contd.

(Figures in Lakhs).

State/Administrations		Per- centage of Col. 10 to 11	Per- centage of Col. 11 to 13	1964-65 Targets		1965-66 Targets		1961-66 Estimated Achievement		Per- centage of Col. 18 to 2	Per- centage of Col. 19 to 3
				Total	Girls	Total	Girls	Total	Girls		
		(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
Andhra Pradesh	..	55.1	56.8	8.30	1.65	8.30	1.65	15.42	7.90	96.4	97.5
Assam*	..	53.4	37.7	1.00	0.60	1.30	0.84	4.65	2.27	105.7	103.2
Bihar	..	46.5	33.1	4.00	2.40	0.50	3.10	16.01	9.02	99.1	84.9
Gujarat	..	93.5	100.0	1.12	0.46	1.12	0.46	8.32	3.42	128.0	136.8
Jammu & Kashmir	..	59.7	62.9	0.18	0.07	0.18	0.06	1.04	0.35	98.9	100.0
Kerala	..	111.0	125.5	1.08	0.42	1.16	0.47	5.76	2.61	181.7	190.5
Madhya Pradesh	..	48.2	22.8	2.59	2.31	2.59	2.32	10.0	6.00	100.0	100.0
Madras	..	84.3	14.1	3.00	1.20	2.00	0.80	16.80	6.30	120.0	64.5
Maharashtra	..	60.5	50.0	2.81	1.32	2.12	2.18	12.49	7.00	100.0	100.0
Mysore	..	78.3	52.8	2.00	1.00	2.00	1.00	11.83	5.99	118.3	79.2
Orissa	..	56.0	49.9	1.60	0.90	1.51	1.11	7.07	4.01	100.0	100.0
Punjab	..	65.0	55.3	1.54	0.80	1.54	0.80	11.20	5.59	89.7	77.4
Rajasthan	..	52.6	43.5	2.34	1.13	2.33	1.10	9.86	3.95	100.0	100.0
Uttar Pradesh	..	57.7	49.3	4.03	1.66	4.96	1.98	24.04	10.08	92.2	77.1
West Bengal	..	56.5	54.8	3.00	2.46	2.00	1.46	11.50	8.66	100.0	100.0
TOTAL (States)	..	62.1	49.2	33.59	18.38	32.61	19.33	165.99	83.15	10.3	90.0

<i>Administrations:</i>														
A & N Islands	..	..	56.7	60.0	0.004	0.002	0.004	0.002	0.004	0.002	0.042	0.016	70.0	80.0
Delhi	..	..	111.5	84.7	0.400	0.150	0.400	0.150	0.400	0.150	2.060	0.800	182.3	135.6
Himachal Pradesh	..	..	60.4	51.5	0.110	0.090	0.100	0.070	0.100	0.070	0.530	0.330	100.0	100.0
L.M. & A. Islands	..	..	80.8	77.2	0.005	0.002	0.005	0.002	0.005	0.002	0.052	0.021	100.0	95.5
Manipur	..	..	27.3	39.3	0.006	0.003	0.006	0.003	0.006	0.003	0.094	0.065	31.3	43.3
Nagaland	..	..	25.4	20.0	0.021	0.005	0.021	0.005	0.021	0.005	0.108	0.026	41.5	32.5
N.E.F.A.	..	..	50.0	150.0	0.020	0.003	0.020	0.003	0.030	0.004	0.100	0.016	100.0	266.7
Pondicherry	..	..	195.3	61.2	0.019	0.017	0.019	0.017	0.018	0.016	0.330	0.085	20.0	100.0
Tripura	..	..	62.4	62.0	0.094	0.038	0.094	0.038	0.094	0.038	0.500	0.200	100.0	100.0
TOTAL (Administrations)			..	79.9	64.9	0.68	0.31	0.68	0.29	0.68	3.82	1.56	124.0	105.4
GRAND TOTAL			..	62.4	49.4	34.27	18.69	33.29	19.62	33.29	169.81	84.71	103.6	90.3
* Assam (Revised figures)			..	43.6	57.3	0.90	0.42	0.90	0.42	0.90	4.44	1.99	100.9	90.5

APPENDIX—4

Additional Targets and Achievements of Enrolment of the Age-Group 11—14 (Class VI to VIII)

(Figures in Lakhs)*

State	Target 1961-66		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Andhra Pradesh	2.58	0.64	0.45	0.13	0.46	0.11	0.53	0.13	1.44	0.37
Assam*	1.20	0.49	0.17	0.06	0.20	0.08	0.25	0.10	0.62	0.24
Bihar	3.84	1.30	0.53	0.07	0.55	0.10	0.79	0.27	1.87	0.44
Gujarat	5.90	2.27	0.39	0.15	0.44	0.17	0.44	0.17	1.27	0.49
J & K	0.28	0.07	0.05	0.01	0.07	0.02	0.06	0.02	0.18	0.05
Kerala	4.18	1.80	0.63	0.28	0.67	0.27	1.20	0.58	2.50	1.13
Madhya Pradesh	1.70	0.28	0.75	0.15	0.30	0.05	0.15	0.07	1.20	0.27
Madras	2.15	0.87	0.70	0.25	1.50	0.45	0.35	0.10	2.55	0.80
Maharashtra	4.17	1.96	0.92	0.27	0.97	0.33	1.12	0.36	3.01	0.96
Mysore	2.00	1.00	0.41	0.12	0.50	0.25	0.50	0.25	1.41	0.62
Orissa	1.55	0.31	0.17	0.02	0.30	0.05	0.40	0.08	0.87	0.15
Punjab	1.80	1.01	0.32	0.18	0.34	0.19	0.34	0.19	1.00	0.56
Rajasthan	1.59	0.44	0.33	0.06	0.30	0.07	0.40	0.13	1.03	0.26
Uttar Pradesh	3.00	0.50	0.94	0.14	0.60	0.14	1.08	0.10	2.62	0.38
West Bengal	6.00	1.38	0.43	0.13	1.39	0.78	1.00	0.25	2.82	1.16
(TOTAL States)	41.94	14.32	7.19	2.02	8.59	3.06	8.61	2.80	24.39	7.88

Administrations :												
A & N Islands	..	..	0.02	0.010	0.005	0.002	0.002	0.000	0.002	0.002	0.009	0.004
Delhi	..	..	0.600	0.290	0.150	0.060	0.170	0.070	0.190	0.080	0.510	0.210
Himachal Pradesh	..	..	0.100	0.017	0.015	0.002	0.007	0.001	0.010	0.005	0.032	0.008
L. M. & A. Islands	..	..	0.007	0.002	0.003	0.003	0.001	0.002	0.001	0.000	0.005	0.005
Manipur	..	..	0.110	0.050	0.032	0.008	0.020	0.010	0.020	0.010	0.072	0.028
Nagaland	..	..	0.130	0.040	0.011	0.004	0.008	0.003	0.005	0.001	0.024	0.008
N.E.F.A.	..	..	0.003	0.001	0.001	0.001	0.001	0.000	0.001	0.000	0.003	0.001
Pondicherry	..	..	0.030	0.010	0.004	0.002	0.012	0.006	0.005	0.002	0.021	0.010
Tripura	..	..	0.125	0.050	0.029	0.010	0.020	0.008	0.025	0.010	0.074	0.028
TOTAL (Administrations)	..	..	1.13	0.47	0.25	0.09	0.24	0.100	0.26	0.11	0.75	0.30
GRAND TOTAL	..	..	43.07	14.79	7.44	2.11	8.83	3.16	8.87	2.91	25.14	8.18
*Assam (Revised figures)	..	..	1.20	0.49	0.16	0.06	0.24	0.09	0.20	0.09	0.60	0.25

APPENDIX 4—Contd.

State	Percent- age of Col. 10 to 2	Percent- age of Col. 11 to 3	1964-65 Targets				1965-66 Target		Anticipated Achievement		(Figures in Lakhs)	
			Total		Girls		Total		Total		Percent- age of Col. 18 to 2	Percent- age of Col. 19 to 3
			(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)		
Andhra Pradesh	55.8	57.8	0.54	0.14	0.61	0.15	2.59	0.66	100.4	103.1
Assam*	51.7	49.0	0.30	0.10	0.30	0.14	1.22	0.48	101.7	98.0
Bihar	48.7	33.8	0.79	0.25	0.90	0.32	3.56	1.01	92.7	77.7
Gujarat	21.5	21.6	0.44	0.17	0.44	0.17	2.15	0.83	46.4	36.6
J. & K.	64.3	71.4	0.06	0.01	0.05	0.01	0.29	0.07	103.6	100.0
Kerala	59.8	62.8	1.00	0.40	0.65	0.27	4.15	1.80	99.3	100.0
Madhya Pradesh	70.6	96.4	0.25	0.005	0.25	0.05	1.70	0.28	100.0	100.0
Madras	118.6	92.0	0.30	0.10	0.30	0.10	3.15	1.00	146.5	114.9
Maharashtra	72.2	49.0	1.29	0.42	0.81	0.63	5.11	2.06	198.6	105.1
Mysore	70.5	62.0	0.50	0.25	0.50	0.25	2.41	1.12	120.5	112.0
Orissa	56.1	48.4	0.50	0.10	0.60	0.12	1.97	0.37	127.1	119.4
Punjab	35.6	55.4	0.37	0.21	0.41	0.23	1.78	1.00	98.9	99.0
Rajasthan	64.8	59.1	0.45	0.12	0.45	0.13	1.93	0.51	121.4	115.9
Uttar Pradesh	87.3	76.0	0.60	0.14	0.60	0.14	3.82	0.66	127.3	132.0
West Bengal	47.0	40.6	1.50	0.10	1.68	0.12	6.00	1.38	100.0	100.0
(TOTAL States)	58.2	55.0	8.89	2.51	8.55	2.84	41.83	13.23	97.4	92.4

Administrations :

A & N Islands	45.0	40.0	0.002	0.001	0.002	0.002	0.002	0.002	0.013	0.007	35.0	70.0
Delhi	..	..	85.00	72.4	0.200	0.085	0.210	0.090	0.090	0.090	0.920	0.385	153.3	132.7
Himachal Pradesh	..	..	32.0	47.1	0.034	0.005	0.033	0.005	0.005	0.005	0.099	0.018	99.0	105.19
L. M. & A. Islands	..	..	71.4	250.0	0.001	0.000	0.001	0.000	0.000	0.000	0.007	0.006	100.0	300.0
Manipur	..	..	65.5	56.0	0.020	0.010	0.020	0.010	0.010	0.010	0.112	0.048	101.8	96.0
Nagaland	..	..	18.5	20.0	0.005	0.001	0.005	0.001	0.001	0.001	0.034	0.010	26.2	25.0
N.E.F.A.	..	..	100.0	100.0	0.003	0.000	0.004	0.000	0.000	0.000	0.010	0.001	33.3	100.0
Pondicherry	..	..	70.0	100.0	0.004	0.002	0.004	0.002	0.002	0.002	0.029	0.014	96.6	140.0
Tripura	..	..	59.2	56.0	0.025	0.011	0.025	0.011	0.011	0.011	0.096	0.050	40.0	100.0
TOTAL (Administrations)	..	..	63.7	63.8	0.29	0.12	0.30	0.12	0.12	0.12	1.34	0.54	119.5	114.9
GRAND TOTAL	..	..	58.4	55.3	9.18	2.63	8.85	2.96	2.96	2.96	43.17	13.77	100.2	93.1
* Assam (Revised figures)	..	..	50.0	49.0	0.20	0.09	0.21	0.18	0.18	0.18	1.21	0.41	84.16	83.67

APPENDIX—5

Additional Targets and Achievements of Enrolment of the Age-group 14—17 (Class IX to XI)

(Figures in Lakhs)

State/Administrations	Target 1961-66		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Andhra Pradesh	0.50	0.10	0.08	0.05	0.10	0.02	0.10	0.02	0.28	0.09
Assam*	0.60	0.16	0.19	0.06	0.10	0.03	0.12	0.04	0.41	0.13
Bihar	2.74	0.39	0.49	0.04	0.53	0.06	0.55	10.08	10.57	0.18
Gujarat	3.53	0.73	0.26	0.08	0.16	0.04	0.16	0.04	0.58	0.16
J & K	0.06	0.01	0.06	0.02	0.02	0.01	0.02	0.01	0.10	0.04
Kerala	0.80	0.38	0.37	0.17	0.30	0.13	0.42	0.20	1.09	0.50
Madhya Pradesh	0.32	0.05	0.04	0.005	0.08	0.01	0.16	0.02	0.28	0.04
Madras	0.75	0.25	0.25	0.10	0.25	0.10	0.60	0.20	1.10	0.40
Maharashtra	2.66	0.98	0.54	0.14	0.65	0.14	0.74	0.18	1.93	0.46
Mysore	0.58	0.30	0.21	0.06	0.13	0.06	0.13	0.06	0.47	0.18
Orissa	0.75	0.12	0.08	0.01	0.15	0.02	0.20	0.03	0.43	0.06
Punjab	0.80	0.23	0.12	0.03	0.14	0.04	0.14	0.04	0.40	0.11
Rajasthan	0.64	0.12	0.19	0.02	0.14	0.02	0.14	0.03	0.47	0.07
Uttar Pradesh	2.28	0.28	0.76	0.05	0.45	0.05	0.23	0.03	1.44	0.13
West Bengal	4.60	0.92	0.16	0.05	1.75	0.29	0.90	0.10	2.81	0.44
TOTAL STATES	21.61	5.02	3.80	0.89	4.95	1.02	4.61	1.08	13.36	2.99

<i>Administrations :</i>													
A & N Islands	..	..	0.030	0.012	0.002	0.001	0.001	0.000	0.001	0.000	0.004	0.001	0.001
Delhi	..	..	0.380	0.150	0.120	0.050	0.120	0.050	0.120	0.050	0.360	0.150	0.150
Himachal Pradesh	..	..	0.075	0.020	0.015	0.004	0.012	0.001	0.015	0.003	0.042	0.008	0.008
L. M. & A Islands	..	..	0.003	0.000	0.001	0.000	0.001	0.000	0.001	0.000	0.003	0.000	0.000
Manipur	..	..	N.A.	N.A.	0.012	0.003	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Nagaland	..	..	0.070	0.020	0.004	0.001	0.002	0.001	0.002	0.000	0.008	0.002	0.002
N.E.F.A.	..	..	0.003	0.001	0.001	0.001	0.001	0.000	0.001	0.000	0.003	0.001	0.001
Pondicherry	..	..	0.012	0.005	0.003	0.001	0.006	0.002	0.002	-0.001	0.011	0.004	0.004
Tripura	..	..	0.036	0.009	0.011	0.004	0.006	0.001	0.006	0.001	0.023	0.006	0.006
TOTAL Administrations	..	..	0.61	0.22	0.16	0.06	0.15	0.06	0.15	0.05	0.46	0.17	0.17
GRAND TOTAL	..	..	22.22	5.24	3.96	0.95	5.10	1.08	4.76	1.13	13.82	3.16	3.16
*Assam (Revised figures)	..	..	0.60	0.16	0.19	0.60	0.18	0.05	0.18	0.05	0.55	0.16	0.16

APPENDIX 5—Contd.

(Figures in Lakhs)

State/Administrations	Percent- age of Col. 10 o Col. 2	Percent- age of Col. 11 to Col. 3	1964-65 Targets		1965-66 Targets		1961-66 Estimated Achievement		Percent- age of Col. 18 to Col. 2	Percent- age of Col. 19 to Col. 3		
			Total		Total		Total					
			(14)	(15)	(16)	(17)	(18)	(19)				
	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)		
Andhra Pradesh	56.0	90.0	0.10	0.02	0.10	0.02	0.48	0.13	96.0	130.0		
Assam*	68.3	81.3	0.14	0.03	0.16	0.04	0.71	0.20	118.3	125.0		
Bihar	57.3	46.1	0.56	0.09	0.58	0.10	2.71	0.37	98.9	94.9		
Gujarat	16.4	21.9	0.16	0.04	0.16	0.04	0.90	0.24	25.5	32.9		
J & K	166.7	400.0	0.02	0.01	0.02	0.01	0.14	0.06	233.3	600.0		
Kerala	136.2	131.6	0.46	0.23	0.46	0.23	2.01	0.96	251.2	252.6		
Madhya Pradesh	87.5	70.0	0.02	0.005	0.02	0.005	0.32	0.05	100.0	100.0		
Madras	146.7	160.0	—	—	—	—	1.10	0.40	146.7	160.0		
Maharashtra	72.6	46.9	0.88	0.21	0.85	0.31	3.66	0.98	137.6	100.0		
Mysore	81.0	60.0	0.13	0.06	0.13	0.06	0.73	0.30	125.9	100.0		
Orissa	57.3	50.0	0.25	0.04	0.30	0.05	0.98	0.15	130.7	125.0		
Punjab	50.0	47.8	0.18	0.06	0.20	0.07	0.78	0.24	97.6	104.3		
Rajasthan	73.4	58.3	0.15	0.03	0.15	0.02	0.77	0.12	120.3	100.0		
Uttar Pradesh	63.2	46.4	0.46	0.06	0.46	0.06	2.36	0.25	103.5	89.3		
West Bengal	61.1	47.8	1.00	0.20	0.79	0.28	4.60	0.92	100.0	100.0		
TOTAL States	61.8	59.6	4.51	1.08	4.38	1.30	22.25	5.37	103.0	107.0		

Administrations :													
A & N Islands	..	..	13.3	8.3	0.001	0.000	0.001	0.001	0.006	0.002	20.0	16.7	
Delhi	..	..	94.7	100.0	0.150	0.060	0.150	0.060	0.660	0.270	173.7	180.0	
Himachal Pradesh	..	..	56.0	40.0	0.016	0.006	0.017	0.006	0.075	0.020	100.0	100.0	
L. M. & A. Islands	..	..	100.0	0.000	0.000	0.000	0.000	0.000	0.003	0.000	100.0	000.0	
Manipur	..	..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	
Nagaland	..	..	11.4	10.0	0.002	0.000	0.002	0.000	0.012	0.002	17.1	10.0	
N.E.F.A.	..	..	100.0	100.0	0.002	0.000	0.003	0.000	0.008	0.001	266.6	100.0	
Pondicherry	..	..	91.6	80.0	0.002	0.001	0.002	0.001	0.015	0.006	50.0	83.3	
Tripura	..	..	63.9	66.7	0.006	0.001	0.066	0.001	0.035	0.008	22.2	88.9	
TOTAL Administrations	..	..	75.4	77.3	0.18	0.07	0.18	0.07	0.82	0.31	134.4	140.9	
GRAND TOTAL	..	..	62.2	60.3	4.69	1.15	4.56	1.37	23.07	5.68	103.8	108.4	
* Assam (Revised figures)	..	..	91.66	100.00	0.19	0.06	0.21	0.07	0.95	0.29	158.3	181.2	



सत्यमेव जयते

APPENDIX-7

Enrolment of the Age-group 11-14 in 1960-61 and 1965-66

State	Enrolment in the year										Percentage of the Population in the age-group in schools			
	1960-61					1965-66					1960-61		1965-66	
	Estimated		Actual		Total	Estimated		Final		Total	1960-61		1965-66	
	Total	Girls	Total	Girls		Total	Girls	Total	Girls		Total	Girls	Total	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
(Figures in Lakhs)														
Andhra Pradesh	3.55	0.81	4.08	0.92	6.13	1.45	6.67	1.58	15.6	7.2	23.7	11.4		
Assam	2.05	0.56	2.20	0.61	3.25	1.05	3.20	1.01	26.5	16.0	36.2	23.7		
Bihar	5.50	0.60	5.35	0.56	9.25	1.85	7.65	1.15	19.4	4.2	25.5	9.1		
Gujarat	3.56	0.89	3.87	1.08	5.77	2.21	6.02	1.91	26.8	13.8	36.8	24.2		
Jammu & Kashmir	0.60	0.09	0.60	0.12	0.88	0.16	0.95	0.22	27.8	9.4	29.1	13.5		
Kerala	5.44	2.26	6.95	2.97	6.19	2.58	11.10	4.77	50.3	41.3	82.8	70.4		
Madhya Pradesh	3.27	0.54	3.17	0.49	4.96	0.80	4.87	0.77	16.3	5.5	19.7	6.5		
Madras	6.36	1.92	6.91	2.10	9.36	2.79	10.06	3.10	30.1	18.3	38.6	24.0		
Maharashtra	7.25	1.90	7.48	1.96	1.47	3.25	12.51	4.02	28.5	15.5	40.1	26.7		
								(latest figures)			39.89	24.69		
Mysore	3.64	0.98	3.63	1.01	5.64	1.98	6.04	2.13	21.4	12.1	32.1	22.9		
Orissa	0.85	0.11	1.07	0.12	1.70	0.34	2.64	0.44	7.9	2.0	23.5	7.6		
Punjab	3.75	1.00	4.39	0.89	5.55	2.01	6.17	1.89	28.3	16.3	37.9	24.6		
Rajasthan	1.91	0.25	2.07	0.28	3.85	0.75	4.00	0.80	14.8	4.1	24.9	10.5		
Uttar Pradesh	8.60	1.10	8.24	1.22	1.60	1.60	12.17	1.99	18.6	5.0	21.1	7.0		
West Bengal	4.72	1.12	5.18	1.34	9.02	3.72	11.18	2.72	20.1	10.7	40.5	20.1		
Delhi	1.02	0.32	1.12	0.46	1.65	0.59	2.04	0.85	60.4	43.2	99.0	87.6		
Himachal Pradesh	0.20	0.03	0.20	0.30	0.30	0.05	0.30	0.05	28.6	9.1	32.2	10.9		
Pondicherry	0.08	0.02	0.07	0.02	0.10	0.03	0.10	0.03	33.3	16.7	35.7	21.4		
Other Union Territories	0.53	0.16	0.45	0.12	0.81	0.27	0.75	0.24	38.1	23.2	36.1	23.1		
TOTAL	62.88	14.66	67.03	16.30	97.48	27.48	108.50	29.27	22.8	10.8	32.3	18.2		

APPENDIX—8
Enrolment of the Age-Group 14—17 in 1960-61 and 1965-66
 (Figures in Lakhs)

State	Enrolment in the year										Percentage of the population in the age-group in schools			
	1960-61					1965-66					1965-66			
	Estimated		Actual			Estimated		Final			1960-61		1965-66	
	Total	Girls	Total	Girls		Total	Girls	Total	Girls		Total	Girls	Total	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Andhra Pradesh	1.86	0.24	1.96	0.31	2.36	0.42	2.44	0.44	8.8	2.3	10.0	3.6		
Assam	1.10	0.23	1.26	0.26	1.71	0.40	2.21	0.56	13.3	5.7	20.2	10.9		
Bihar	3.10	0.20	3.28	0.21	5.00	0.60	5.25	0.45	12.4	1.5	20.5	4.0		
Gujarat	1.48	0.34	1.71	0.39	2.26	0.73	2.61	0.63	12.2	5.8	18.5	9.2		
Jammu & Kashmir	0.20	0.03	0.22	0.05	0.27	0.04	0.28	0.06	9.9	3.2	14.2	10.0		
Kerala	2.25	0.86	1.79	0.71	2.95	1.15	3.80	1.67	21.6	16.3	31.7	27.2		
Madhya Pradesh	0.78	0.11	1.25	0.18	1.10	0.15	1.58	0.23	4.3	1.3	8.2	3.0		
Madras	2.66	0.68	2.68	0.67	3.97	1.26	3.78	1.07	13.4	6.9	16.4	9.3		
Maharashtra	3.15	0.73	3.39	0.77	4.97	1.19	7.05	1.57	13.6	6.5	26.1	13.4		
							6.35	(latest figures)			16.8	8.6		
Mysore	1.47	0.31	1.69	0.37	2.05	0.61	2.42	0.67	10.3	4.5	14.8	8.3		
Orissa	0.40	0.04	0.45	0.04	0.80	0.13	1.20	0.16	4.2	0.8	12.9	3.5		
Punjab	1.45	0.20	1.70	0.30	2.25	0.43	2.48	0.54	12.0	3.6	17.8	8.1		
Rajasthan	0.86	0.07	0.86	0.08	1.53	0.20	1.63	0.20	7.4	1.3	11.4	8.0		
Uttar Pradesh	5.12	0.52	5.01	0.56	7.40	0.80	7.37	0.81	12.2	2.6	15.1	3.5		
West Bengal	2.58	0.38	2.18	0.45	5.30	1.30	6.78	1.37	11.2	3.8	27.5	11.5		
Delhi	0.54	0.14	0.52	0.16	1.19	0.29	1.18	0.43	32.5	19.2	64.1	48.9		
Himachal Pradesh	0.66	0.01	0.05	0.01	0.08	0.02	0.13	0.03	10.2	3.6	16.0	7.7		
Pondicherry	0.03	0.01	0.03	0.01	0.06	0.02	0.05	0.02	13.6	9.1	17.9	14.3		
Other Union Territories	0.19	0.07	0.21	0.04	0.31	0.11	0.27	0.05	12.8	9.6	15.4	5.6		
Total	29.03	5.17	30.24	5.57	45.56	9.85	52.51	11.14	11.5	4.2	17.9	7.8		

Appendices 3—8:— Sources

(1) Mid-Plan Appraisal of Schemes of Ministry of Education—1963.

(2) Latest figures given by States in regard to columns 2—9 have been incorporated.

APPENDIX—9 (a)
Primary Education in the Less Advanced States

State	1961										1966										(Figures in lakhs)					
	Total population in the age-group 6-11 (estimated)					Non-attending children					Total population in the age-group 6-11 (estimated)					Total enrolment in classes I-V						Non-attending children				
	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total		Boys		Girls		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total	Boys	Girls	Total	
Bihar ..	29-90	28-44	58-34	24-47	7-39	31-86	5-43	21-05	26-48	34-42	32-86	67-28	30-00	12-50	42-50	4-42	20-36	24-78								
Jammu & Kashmir ..	2-63	2-33	4-96	1-65	0-45	2-10	0-98	1-88	2-86	3-03	2-69	5-72	2-56	0-87	3-43	0-47	1-82	2-29								
Madhya Pradesh ..	21-62	19-96	41-58	15-54	4-42	19-96	6-08	15-54	21-62	24-88	23-05	47-93	19-54	10-42	29-96	5-34	12-63	17-97								
Orissa ..	11-36	10-87	22-23	9-71	4-40	14-11	1-65	6-47	8-12	13-08	12-56	25-64	13-08	8-04	21-12	—	4-52	4-52								
Rajasthan ..	15-71	14-09	29-80	8-99	2-15	11-14	6-72	11-94	18-66	17-61	15-87	33-48	13-84	4-80	18-64	3-77	10-07	13-84								
Uttar Pradesh ..	49-77	44-94	94-71	32-25	8-68	40-93	17-52	36-26	53-78	57-29	51-92	109-21	47-96	19-61	67-57	9-33	32-31	41-64								
TOTAL ..	130-99	120-63	251-62	92-61	27-49	110-10	38-38	93-14	131-52	150-31	138-95	289-26	126-98	56-24	183-22	23-33	81-71	105-04								
ALL-INDIA ..	289-91	271-71	561-62	234-79	113-17	347-96	55-12	158-54	213-66	333-73	313-91	647-64	301-16	195-19	496-35	32-57	118-72	151-29								

APPENDIX—9 (b)
Middle Stage Education in the Less Advanced States

State	1961										1966										(Figures in lakhs)											
	Total population in the age-group 11-14 (estimated)					Non-attending children					Total enrolment in Classes VI—VIII					Total population in the age-group 11-14 (estimated)						Total enrolment in Classes VI—VIII					Non-attending children					
	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total		Boys		Girls		Total	Boys		Girls		Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Bihar	14-28	14-05	28-33	4-79	0-56	5-35	9-49	13-49	22-98	17-81	17-18	34-99	6-50	1-15	7-65	11-31	16-03	27-34														
Jammu & Kashmir ..	1-29	1-15	2-44	0-48	0-12	0-60	0-81	1-03	1-84	1-61	1-41	3-02	0-73	0-22	0-95	0-33	1-19	2-07														
Madhya Pradesh ..	10-33	9-66	19-99	2-68	0-49	3-17	7-65	9-17	16-82	12-88	11-81	24-69	4-10	0-77	4-87	8-78	11-04	19-82														
Orissa	5-46	5-35	10-81	0-95	0-12	1-07	4-51	5-23	9-74	6-82	6-43	12-25	2-20	0-44	2-64	4-62	5-99	10-61														
Rajasthan	7-05	5-84	12-89	1-79	0-28	2-07	5-26	5-56	10-82	7-92	6-58	14-50	3-20	0-80	4-00	4-72	5-78	10-50														
Uttar Pradesh ..	24-16	22-01	46-17	7-02	1-22	8-24	17-14	20-79	37-93	30-12	26-91	57-03	10-18	1-99	12-17	19-94	24-92	44-86														
TOTAL	62-57	53-06	120-63	17-71	2-79	20-50	44-86	55-27	100-13	77-16	70-32	147-48	26-91	5-37	32-28	50-26	64-95	115-20														
ALL-INDIA	141-56	134-93	276-54	50-50	16-03	66-53	91-06	118-95	210-01	176-57	165-07	341-64	70-00	27-48	97-48	106-57	137-59	244-16														

APPENDIX—9 (c)
Secondary Education in the Less advanced states

State	1961						1966					
	Total population in the age-group 14-17 (estimated)			Non-attending children			Total population in the age-group 14-17 (estimated)			Total enrolment in classes IX-XI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar ..	12.62	12.53	25.15	3.07	0.21	3.28	9.55	12.32	21.87	4.80	0.45	5.25
Jammu & Kashmir ..	1.14	1.03	2.17	0.17	0.05	0.22	0.97	0.98	1.95	0.22	0.06	0.28
Madhya Pradesh ..	9.32	8.68	18.00	1.07	0.18	1.25	8.25	8.50	16.75	1.33	0.23	1.56
Orissa ..	4.83	4.68	9.51	0.41	0.04	0.45	4.42	4.64	9.06	1.04	0.16	1.20
Rajasthan ..	6.50	5.43	11.93	0.78	0.08	0.86	5.72	5.35	11.07	1.43	0.20	1.63
Uttar Pradesh IX to XII ..	29.33	26.56	55.89	4.54	0.56	5.10	24.79	26.00	50.79	6.65	9.81	16.46
TOTAL :	63.74	58.91	122.65	10.04	1.12	11.16	53.70	57.79	111.49	15.47	1.91	17.38
ALL-INDIA ..	129.77	123.17	252.94	24.07	5.48	29.55	105.70	117.69	223.39	41.46	11.16	52.62

NOTE.—These calculations have been made on the assumption that enrolment targets for the Third Plan would be fulfilled.

APPENDIX—10

(Special Programme Schemes Relating to Girls' Education Plan Provisions and Annual Outlays)

Name of State		Actual Expenditure					Actual Expenditure	
Schemes		Plan	1961-62		1962-63	1963-64		1963-64
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
ANDHRA PRADESH								
ASSAM								
1. Hostel facilities	1000	15.00	1.16	1.24	5.71	—		
2. Appointment of schools mothers	500							
3. Provision of attendance scholarships etc.	3720							
4. Pre-traini g course	1000							
5. Provision of sanitary facilities	1500							
Secondary								
1. Construction of hostels quarters for women teachers	875							
2. Construction of quarters, hostels for girls	875	15.00	2.40	2.65	5.50	—		
3. Scholarships	425							
4. Free & half-free studentship	10,000							
5. Girls common Room	60							
GRAND TOTAL		30.00	3.56	3.89	11.21	—		
BIHAR								
Elementary								
1. Construction of rent free quarters for	2000	50.00	10.00	4.00	1.00	—		1.00
2. Condensed courses for adult women	4 centres	3.00	0.03	0.14	0.50	0.51		0.50
3. Improvement of existing govt. girls middle schools		15.00	0.59	0.36	78	3.94		1.72

APPENDIX 10—Contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4. Award of attendance and other prizes and incentives to girls	15.00	3.00	3.00	—	—	—
5. Stipends for girls	8.64	0.67	1.65	1.92	1.92	1.92
6. Improvement of non-government girls middle schools in urban areas	3.00	0.59	0.56	—	0.60	—
7. Arrangement for sanitary facilities for girls in mixed middle schools	3.00	0.60	0.60	—	0.60	—
8. Extension of free tuition for girls reading at the middle stage	5.00	1.89	1.84	2.00	2.50	2.00
TOTAL	102.64	17.37	12.65	7.20	10.07	7.14
<i>Secondary</i>	150	11.25	1.00	1.00	—	1.00
1. Construction of quarters for teachers in girls secondary schools	25	11.25	2.25	1.00	3.00	1.00
2. Conversion of existing non-government girls high/higher secondary schools established in rural semi-urban areas into State educational schools	25	21.60	3.53	1.90	5.00	1.90
3. Opening of State subsidised girls higher secondary schools in rural semi-urban areas	40	16.25	1.50	—	—	—
4. Construction of hostels building in girls secondary schools	100	2.50	0.50	—	0.45	—
5. Construction of retiring rooms for girls in mixed secondary schools	45	14.00	2.55	—	—	—
6. Provision of transport to girls secondary schools	850	15.39	—	1.71	1.71	1.26
7. Merit-cum-poverty stipends for girls	TOTAL	92.24	11.33	4.19	5.61	5.16
GRAND TOTAL	194.88	28.70	16.84	12.81	20.28	12.30

KERALA**Elementary****Staff quarters for women teachers in primary schools**

TOTAL	12.50	0.20	0.88457	2.27	2.50	—
	12.50	0.20	0.88457	2.27	2.50	—

GUJARAT**Elementary**

1. Stipends for women teachers in primary schools .. (1260 stipends)

2. Provision of buildings and hostels for government women training colleges .. (2)

	5.04	0.08	0.15	1.29	—	—
	4.00	—	Year-wise targets not fixed.	2.00	—	—
TOTAL	9.04	0.08	0.15	3.29	—	—

University**Promotion of girls' education**

1. Hostel accommodation for girls .. (2000)

2. Construction of girls hostels .. (2)

3. Loans to non-government colleges for construction of girls hostels .. (5)

	7.75	—	0.12	3.86	—	—
	—	—	—	Year-wise targets not given	0.50	—
	—	—	—	Year-wise targets not given	—	—
TOTAL	16.79	0.08	0.27	7.15	0.50	—

JAMMU & KASHMIR**Elementary**

1. Construction of staff quarters ..

2. Special allowance to women teachers ..

3. Attendance scholarships and stipends ..

4. Appointment of school mothers ..

	4.25	0.49	0.62	0.24	0.87	—
TOTAL	4.25	0.49	0.62	0.24	0.87	—

APPENDIX 10—Contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
MAHARASHTRA						
MADHYA PRADESH						
1. Staff quarters for women teachers	7.50	7.50	—	—	—	—
2. Education of public opinion	—	—	0.20	0.20	—	—
3. Enrolment drive for girls	—	—	0.30	0.87	—	—
TOTAL	7.50	7.50	0.50	1.07	—	—
University						
1. Buildings for girls' college	9.00	—	1.87	1.00	2.00	—
2. Establishment of new girls colleges	8.50	1.00	1.09	2.88	4.53	—
3. Hostels for girls colleges	8.50	—	0.10	3.00	1.00	—
4. Improvement of library, science laboratories & introduction of new subjects	3.00	0.13	0.58	0.94	1.80	—
TOTAL	29.00	1.13	3.64	7.82	9.33	—
GRAND TOTAL	36.50	8.63	4.14	8.89	9.33	—
MADRAS						
Elementary						
Construction of quarters for women teachers	750	25.00	1.370	0.75	12.38	7.75
Secondary						
1. Construction of hostels for girls	40	18.00	0.115	0.90	3.60	2.53
2. Free education for girls up to standard X	No targets	100.00	23.65	36.75	36.00	43.74
TOTAL		118.00	23.765	37.65	39.60	46.27
GRAND TOTAL		143.00	25.135	38.40	51.98	54.02

MYSORE

Elementary

1. Equipment for home science in senior primary schools	—	—	—	—	—	2.00	—
2. Residential quarters for women teachers	14.00	—	—	—	2.00	3.00	1.52
3. Stipend to women teachers	—	—	—	—	—	4.00	—
4. Sanitary blocks for girls pupils	5.00	—	—	0.50	1.00	1.00	0.80
5. Starting of occupational course for girls	—	—	—	—	0.20	0.20	—
6. Attendance scholarships for girls	12.50	5.33	—	3.50	4.00	4.00	2.89
7. Supply of uniforms, books and slates	2.50	0.41	—	1.00	1.00	1.00	0.60
8. Appointment of school mothers	—	—	—	—	—	0.40	—
TOTAL	34.00	5.74	5.00	8.20	15.60	5.81	—

Secondary

1. Sanitary provision for girls in co-educational high schools
2. Construction of girls hostels
3. Continuation classes for girls
4. Improvement of home science teaching in girls high schools and training institution

TOTAL	2.00	—	0.40	0.40	0.40	0.30	—
GRAND TOTAL	36.00	5.74	6.40	10.10	19.15	6.06	0.25

NAGALAND

Elementary

Special stipends for girls

Secondary

Special stipends for girls

University

Special stipends for girls

TOTAL	—	0.10	—	—	—	0.88	—
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APPENDIX 10—Contd.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
ORISSA							
<i>Elementary</i>							
1. Quarters for women teachers		20.00	2.64	3.30	3.30	3.30	—
2. Attendance scholarships		10.00	1.20	2.00	1.80	2.00	—
3. Appointment and training of school mothers		12.00	0.27	1.25	5.67	8.07	—
4. Provision of sanitary blocks in primary schools		2.00	0.40	0.40	—	0.40	—
5. Construction of hostels for M.E. schools for girls		18.00	5.06	5.63	—	3.82	—
6. Organisation of enrolment drives		2.50	0.44	0.42	—	0.50	—
TOTAL		64.50	10.01	13.00	10.77	18.09	—
<i>Secondary</i>							
1. Construction of hostels for girls high schools along with quarters for superintendents		5.00	0.23	0.60	2.02	1.79	—
2. Maintenance stipends in high schools (girls)		3.36	0.13	0.50	1.10	1.01	—
3. Expansion of subsidised transport of new urban areas		2.75	0.02	0.30	0.55	0.66	—
4. Provision of sanitary blocks in high schools		0.40	0.08	0.07	0.08	0.08	—
TOTAL		11.51	0.46	1.47	3.75	3.54	—
<i>University</i>							
1. Maintenance stipends for women students residing in hostel		1.00	0.04	0.13	0.15	—	—
2. Construction of hostels for women students		5.00	1.00	0.35	0.57	—	—
TOTAL		6.00	1.04	0.48	0.62	—	—
GRAND TOTAL		82.01	11.51	14.95	15.14	21.63	—
PUNJAB							
<i>Elementary</i>							
1. Residential quarters for women teachers and house rent allowance to women teachers		5.00	0.83	—	—	—	—
2. Provision of lavatories and drinking water facilities in schools		7.50	0.63	0.94	—	—	—
TOTAL		12.50	1.46	0.94	—	—	—

Secondary

Hostels for girls in high and higher secondary schools

15.20	0.31	3.47	1.50	1.38	1.79
27.70	1.77	4.41	1.50	1.38	1.79

GRAND TOTAL ..

*RAJASTHAN**Elementary*Staff Quarters
School mothers

Aid to B.S.T.C. training schools for girls

17.50	3.08	3.20	3.94	3.08	5.55
17.50	3.08	3.20	3.94	3.08	5.55

TOTAL ..

Secondary

(a) Hostels for girls

(b) Stipends

(c) Scholarships

(d) Grants for free books

(e) Part-time Evening classes for women

12.00	0.27	0.59	0.95	1.06	0.84
12.00	0.27	0.59	0.95	1.06	0.84
29.50	3.35	3.79	4.89	4.14	6.39

TOTAL ..

GRAND TOTAL ..

*UTTAR PRADESH**Elementary*

1. Construction of 5,000 women teachers quarters for the teachers of junior basic Schools

2. Village allowance to 12,000 teachers of junior basic schools for girls serving outside the homes in rural or backward areas

3. Construction of 1,000 quarters for women teachers for senior basic schools in rural areas

4. Village allowance to trained women teachers of senior basic schools serving outside their homes in rural or backward areas

125.000	27.196	24.991	10.000	10.000	10.000
95.580	4.975	11.086	12.952	16.683	13.290
25.000	5.030	3.750	1.500	2.500	1.500
16.800	1.159	2.089	2.090	2.090	2.090

APPENDIX 10—Contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
5. Opening of 300 continuation classes for women in selected junior basic schools for girls in rural areas. ..	28.390	4.728	3.606	4.952	35.410	4.952
6. Appointment of 2,500 schools mothers in mixed junior basic schools in rural areas ..	20.800	0.712	2.004	3.200	4.400	3.200
7. Construction of Sanitary blocks in 5,000 junior basic schools for girls in rural areas ..	10.000	2.004	2.006	2.000	2.000	2.000
8. Grants for books, stationery and prizes to poor girls in the senior basic schools of rural areas ..	5.120	1.050	1.001	1.000	1.000	1.000
9. Hostels for government junior high schools for girls situated in rural areas and smaller towns ..	19.500	0.293	0.867	1.920	1.701	0.679
10. Raising the value of existing stipends in government normal schools and J.T.C.S. for women ..	3.580	0.346	0.603	0.974	0.974	0.949
TOTAL ..	349.770	47.493	52.003	40.588	76.758	39.660
Secondary						
1. Hostels for girls in secondary schools ..	15.00	—	—	—	0.100	—
2. Special scholarships for girls ..	5.00	0.410	0.951	1.183	1.222	1.172
3. Special amenities for girls in co-educational institutions ..	2.00	0.400	0.351	0.400	0.400	0.400
TOTAL ..	22.00	0.810	1.302	1.583	1.722	1.572
GRAND TOTAL ..	371.77	48.303	53.305	42.171	78.480	41.232
WEST BENGAL						
Elementary						
1. Provision of pre-primary (Basic Education) ..	3.84	5.08	—	—	4.50	—
2. Measures for promoting attendance of girls at primary & middle stages classes 2 to 8 ..	15.10	—	—	—	—	—
3. Provision of special education scheme (Primary) for adult women ..	15.32	—	—	—	—	—
4. Provision of essential amenities to women teachers in rural areas (free accommodation etc.) ..	15.38	1.78	—	—	11.60	—
5. Training facilities for school mothers and providing for appointment of school mothers ..	7.95	0.86	—	—	—	—

Secondary									
1. Provision for residential girls schools in selected areas	20.98	—	—	—	—	—	—	—	—
2. Special measures for promoting attendance of girls at middle and secondary stages	5.66	—	—	—	—	—	—	—	—
3. Provision of hostels for girls of secondary schools (area Schools)	15.34	—	—	—	—	—	—	—	19.04
4. Provision of free education for girls upto class VIII in recognised schools	41.79	0.23	—	—	—	—	—	—	—
5. Essential amenities of women teachers (housing etc.)	11.49	1.85	—	—	—	—	—	—	—
University									
1. Development of women's colleges (including new colleges)	19.18	4.82	—	—	—	—	—	—	—
2. Provision of hostels for girls in colleges	19.18	1.79	—	—	—	—	—	—	1.20
3. Measures for promoting attendance of girls at collegiate stages	7.50	0.27	—	—	—	—	—	—	—
Other Education Schemes									
1. Continuation of education for women	8.43	—	—	—	—	—	—	—	—
TOTAL	207.14	16.68	—	—	—	—	—	—	36.34
HIMACHAL PRADESH									
Elementary									
1. Construction of quarters for women teachers	5.60	0.03	1.93	—	—	—	—	—	1.60
2. Award of attendance scholarships to girls	0.24	0.03	0.04	0.04	—	—	—	—	0.04
3. Sanitary convenience for girls in middle schools	1.00	0.10	—	—	—	—	—	—	0.90
Secondary									
1. Construction of quarters for women teachers	2.20	—	0.38	—	—	—	—	—	0.80
2. Award of attendance scholarships to girls	0.06	0.01	—	0.01	—	—	—	—	0.01
3. Sanitary convenience for girls in high/higher sec. schools	0.35	0.07	0.06	—	—	—	—	—	0.30
4. Special programme for training of teachers for improvement of girls education	4.41	0.03	0.81	0.84	—	—	—	—	1.43
TOTAL	13.86	0.27	3.22	0.89	—	—	—	—	5.08

APPENDIX 10—Contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
MANIPUR						
<i>Elementary</i>						
1. Special programme for girls education (Primary)	0.71	0.08	0.14	0.14	0.14	0.15
2. Special programme for girls education (Middle) ..	1.00	0.05	0.04	0.20	0.20	0.19
TOTAL ..	1.71	0.13	0.18	0.34	0.34	0.34
<i>Secondary</i>						
Special programme for girls education ..	0.50	0.08	0.05	0.10	0.10	0.08
GRAND TOTAL ..	2.21	0.21	0.23	0.44	0.44	0.42
TRIPURA						
1. Expansion of girls education and training of women teachers ..	—	—	0.657	0.80	0.80	—
University	0.60	0.108	0.167	—	—	—
Institution of scholarships and stipends for education of girls at degree stage ..	—	—	—	—	—	—
GRAND TOTAL ..	0.60	0.108	0.824	0.80	0.80	—
PONDICHERY						
<i>Elementary</i>						
1. Quarters for women teachers in primary and middle Schools ..	1.50	0.306	0.19	0.10	0.10	—
2. Special monthly allowance of Rs. 5/- p. m. to women teachers working in rural areas ..	0.60	—	0.02	0.04	0.05	—
3. Measures to promote attendance in primary and middle schools ..	0.25	0.05	0.05	0.04	0.05	—
4. Sanitary facilities in co-educational primary schools ..	0.17	0.025	0.03	0.03	0.02	—
TOTAL ..	2.52	0.381	0.29	0.21	0.22	—

<i>Secondary</i>									
1. Scholarships for girls	1-20	0-174	0-17	0-20	0-32	—	—	—	—
2. Merit prizes	0-10	0-025	0-02	0-03	—	—	—	—	—
3. Free Supply of books, stationery and clothing	0-45	0-055	0-05	0-05	—	—	—	—	—
TOTAL	1-75	0-254	0-24	0-28	0-32	—	—	—	—
<i>University</i>									
Hostel facilities in the Arts Colleges	1-14	—	—	—	—	—	—	—	—
GRAND TOTAL	5-41	0-635	0-53	0-49	0-54	—	—	—	—
<i>DELHI</i>									
<i>Secondary</i>									
1. Special allowance for women teachers	—	—	—	—	—	—	—	—	—
2. Quarters for teachers	1-500	—	—	—	—	—	—	—	—
3. Provision of buses	3-240	0-267	0-298	0-450	1-160	0-508	—	—	—
4. Provision of additional courses in home science, fine arts etc.	3-600	0-055	0-153	0-200	0-600	0-241	—	—	—
5. Girls education & training of women teachers	4-00	0-007	—	0-050	0-300	0-010	—	—	—
TOTAL	12-340	0-329	0-451	0-700	2-060	0-759	—	—	—
<i>ANDAMAN & NICOBAR ISLANDS</i>									
<i>Elementary</i>									
Prizes to girls in primary schools for regular attendance	0-131	0-020	0-025	0-030	0-031	0-025	—	—	—
<i>Secondary</i>									
Stipends for girls	1-00	0-001	0-025	0-240	0-240	0-017	—	—	—
TOTAL	1-131	0-021	0-050	0-270	0-271	0-042	—	—	—
<i>L. M. & A. ISLANDS</i>									
<i>Elementary</i>									
1. Supply of free clothing to all girls	1-00	0-09	0-27	0-32	0-32	0-28	—	—	—
2. Construction of teachers' quarters	3-14	—	0-03	—	0-35	—	—	—	—
GRAND TOTAL	4-14	0-09	0-30	0-32	0-67	0-28	—	—	—

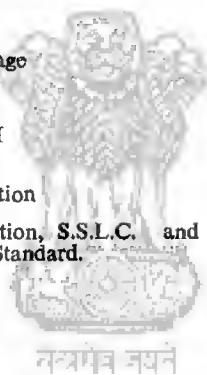
NOTE:—Blank Columns indicate that information was not available.

APPENDIX—11

Stage up to which girls' education is free—information statewise

State	Girls' education free upto	Remarks
Andhra Pradesh ..	Middle Standard	Will be free up to Matriculation from the next academic year.
Assam	(a) Primary (b) Up to end of Middle stage for students studying in middle, vernacular and Senior Basic Schools.	Free tuition for poorer girls in three Middle school classes, in middle English and High English Schools.
Bihar	Class VII	
Gujarat	Class VII (in primary schools run by the Panchayats).	Free up to matriculation for those girls whose parents' income is not more than Rs. 1,200 per annum.
Jammu & Kashmir ..	All stages	
Kerala	Class VIII	
Madhya Pradesh ..	Do.	
Madras	Standard XI	
Maharashtra	Class VII	(i) Private primary schools charge fees and grant-in-aid payable to these schools are proportionately reduced. In secondary schools economically backward classes are exempted from fees if parents income is not more than Rs. 1,200 per annum. (ii) Cost on account of tuition fee of pupils under the economically backward class scheme is borne by the State Government.
Mysore	Class VII	
Nagaland	Matriculation	
Orissa	Class VII	Propose to make girls' education free up to class XI from the next academic year.
Punjab	Class VIII	Free for girls up to XI Class where the annual income of parents is not more than Rs. 3,000/-. Half freeship for those students whose parents income is more than Rs. 3,000/- per annum. The rates of fees levied in the case of girls are half of the normal fees charged from boys.

Rajasthan	..	..	Up to and beyond Matriculation.	
Uttar Pradesh	..		(a) Class VIII in District Board now Zila Parishad schools in rural areas. (b) up to class VI both in rural and urban schools. (c) tuition fees not charged for class VII and VIII in girls' schools in towns and villages with a population upto 15,000.	
West Bengal	..	..	Class VIII	
<i>Union Territories</i>				
A & N Islands	..	..	Higher Secondary stage	
Delhi	..	..	Class VIII	
Dadra and Nagar Haveli.			Matriculation	
Goa	..	..	Class V	
Himachal Pradesh	..	..	Middle stage	
Laccadives	..	..	All stages	
Manipur	..	..	Class VIII	Free at all stages for girls of scheduled castes and tribes.
N.E.F.A.	..	..	Matriculation	
Pondicherry	..	..	Matriculation, S.S.L.C. and Brevet Standard.	Full tuition fee concession to girl students up to XI standard in private schools, the annual income of whose parents is up to Rs. 1,500/- Girls studying in private schools up to matriculation standard and who are children of non-gazetted officers.
Tripura	..	..	Matriculation	



APPENDIX—12

Levy of Education Cess in the States

State	Remarks
1. Andhra Pradesh	<p>The levy of education cess is in force and the amount so collected is being utilised partly for the elementary schools under the control of Panchayat Samitis and Zila Parishads.</p> <p>In Andhra Region (rural areas) 19 P. education cess on every rupee of land revenue and in the Telangana region 20 P. as land cess inclusive of education cess is being collected. As regards urban areas, municipalities in Andhra area are levying education cess @5% of the property tax and $\frac{1}{2}$% of non-agricultural property.</p>
2. Bihar	<p>Education cess is realised at the following rates :</p> <p>(i) municipal areas @6$\frac{1}{2}$% on holding tax;</p> <p>(ii) in other areas @6$\frac{1}{2}$% on the amount of land rent.</p> <p>A proposal to levy a general surcharge on land rent is under consideration.</p>
3. Gujarat	<p>The Act of 1962 provides for a surcharge of 20 P. for every rupee of land revenue on all lands except lands which are included within a village site and not assessed to land revenue and in urban areas a tax on lands and buildings. The proceeds of the education cess will be transferred from the consolidated fund called the State Educational Cess Fund and used for promoting the cause of education in the State.</p>
4. Jammu & Kashmir	<p>An education cess is being realised at 0.75% of the land revenue except in two districts where it has been merged in a general cess @10% on land revenue.</p>
5. Kerala	<p>Many measures of additional taxation have been brought forward recently. The question of levy of education cess is deferred for the present.</p>
6. Madras	<p>The Madras Elementary Education Act passed in 1920 envisages the levy of Education Tax in rural municipal areas. With the passing of Madras Panchayati Act 1958, the Union Councils have been enabled to levy a local cess at the rate of 45 P. per rupee of land revenue. Of this an income calculated at the rate of 20 P. is to be credited to the Panchayat Union Education Fund for being utilised for the promotion of elementary education. They can also impose surcharge up to a limit fixed by the Government now at 50 P. per rupee of land revenue. In municipal areas education tax is levied as a surcharge on property tax up to a rate of 5 per cent of property rental. Many Councils in the State levy the tax at the maximum rate.</p>

State				Remarks
7. Orissa	..	..	..	Not under consideration for the present.
8. Punjab	..	..	..	Levy of educational cess not found feasible; has however decided to reimpose tuition fees in classes VI upwards.
9. Uttar Pradesh	..	..	..	Levy of educational cess not found feasible in the existing circumstances.
10. West Bengal	..	..	..	Under the West Bengal Primary Education Act 1919, municipalities, other than the Calcutta Municipal Corporation, levy education cess to make primary education compulsory and free. In rural areas, education cess is raised under Bengal Rural Primary Education Act 1930.



सत्यमेव जयते

APPENDIX—13

Compulsory Education Laws In India

1. The Andhra Pradesh Primary Education Act, 1961.
2. The Assam Elementary Education Act, 1962.
3. The Bihar Primary Education (Amendment) Act, 1959.
4. The Gujarat Compulsory Primary Education Act, 1961.
5. The Kerala Education Act, 1958.
6. The Madhya Pradesh Primary Education Act, 1961.
7. The Madras Elementary Education Act, 1920 .
8. The Bombay Primary Education Act, 1947.
9. The Mysore Compulsory Primary Education Act, 1961.
10. The Bihar and Orissa Primary Education Act, 1919.
11. The Punjab Primary Education Act, 1960.
12. Rajasthan (a) The Ajmer Primary Education Act, 1952.
 (b) The Bikaner State Compulsory Primary Education Act, 1929.
13. The Bengal Primary Education Act, 1919.
14. The Delhi Primary Education Act, 1960.
15. The Himachal Pradesh Primary Education Act, 1953.
16. The Andaman and Nicobar Islands (Primary Education) Regulation, 1959.
17. The Bhopal State Compulsory Primary Education Act, 1956.
18. The Hyderabad Compulsory Primary Education Act, 1952.

